

# ***FITNAMES I***

**OBJECTIVE:**

To demonstrate an understanding of the health-related fitness concepts concerning cardiorespiratory (heart/lung) endurance.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**INFORMATION:**

Physical fitness is attained through the process of conditioning the body to perform at a higher level of efficiency than would be possible without training. Training, conditioning or exercise may be expected to affect specific aspects of physical fitness; that is, one or more of the five components of physical fitness.

The five basic components of fitness are: (1) cardiovascular endurance, (2) muscular endurance, (3) strength, (4) flexibility, and (5) body composition.

**CLASS ARRANGEMENT:**

Large group.

**INSTRUCTIONAL STRATEGIES:**

Introduce the following health-related fitness concepts and have students participate in the following activities:

1. Cardiovascular Endurance. This refers to the ability of the heart, lungs and blood vessels to supply the muscles with oxygen and remove the waste products. It is the primary factor in overall fitness and affects the ability to engage in reasonably vigorous physical activity over an extended period of time before fatigue sets in.

Activity A: Name some activities that require good cardiovascular endurance (any activity that makes you breathe hard or “puff”). Examples: basketball, cross-country skiing, running, swimming, brisk walking, skating, jogging, water polo, vigorous team games, skipping, or cycling.

Activity B: Designate two lines on an exercise or play area about 20-30 feet apart. Have students jump (with both feet together) sideways between the two lines for as long as possible (one minute should be a minimum).

### **EVALUATION/MODIFICATION:**

Did the activity affect your cardiovascular endurance? Yes \_\_\_\_\_ No \_\_\_\_\_

What were the effects? What do these effects tell you about your cardiovascular endurance?

# ***FITNAMES II***

**OBJECTIVE:**

To demonstrate an understanding of the health-related fitness concepts relating to muscular endurance and strength.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**INFORMATION:**

Muscular and skeletal systems. Regular, vigorous activity increases muscle size, strength and power, and develops endurance for sustaining work. The greatest increase in muscle growth is brought about by those activities that make the muscle work to full capacity. The body's muscular and skeletal systems are responsible for movement. The condition of these systems depends in large part on regular activity; conversely, muscular strength, stamina, and efficiency determine the effectiveness of activity.

**CLASS ARRANGEMENT:**

Large group.

**INSTRUCTIONAL STRATEGIES:**

Introduce the following muscular endurance concepts and activities.

1. Muscular Endurance. Refers to the ability of specific muscles or muscle groups to work (or contract many times without fatigue). The length of time (or number of repetitive movements) the muscles work determines muscular endurance.

- Activities:  
Name some activities that require muscular endurance. Examples: sit-ups, arm curls, wrestling, push-ups, skiing, running.

Lie on back, knees bent at 45°, feet flat on the floor. Cross arms, with hands on shoulders. Raise shoulder to one-half sit-up position and hold that position for 30 seconds.

2. Muscular Strength. Refers to the maximum force a muscle or muscle group can apply in one contraction. Greater strength will make skiing, biking, hiking, etc., much easier.
- Activities:  
Name some activities that require strength. Examples: bent arm hang, rope climbing, weightlifting, max bench press, gymnastics.
    - a. Superman push-ups: Place hands shoulder-width on floor rather than normal push-up position. Perform one correct push-up (body straight).
    - b. Ballet leg: Stand sideways to wall. Raise outer leg forward (keep straight, raise to 90° or as high as possible). Keeping outer leg straight, squat on one leg (do not go past 90°) and raise to standing, using leg strength only.

## **EVALUATION/MODIFICATION:**

Did the activity affect your muscular endurance? Yes \_\_\_\_ No \_\_\_\_

What happened?

What do the results tell you about your muscular endurance and strength?

# ***FITNAMES III***

**OBJECTIVE:**

To demonstrate an understanding of flexibility as a health-related fitness component.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**INFORMATION:**

Flexibility is the ability to move body joints through a full range of motion. Examples of joints are wrists, elbows, shoulder, hip, knees, and ankles. All joints do not move in the same way or degree. The degree of movement in a joint is limited by the way it is designed. Some joints pivot, such as the neck, permitting a rotating motion. Hinge joints, such as the knee, permit a back and forth motion, while the hip and shoulders have a ball and socket design, allowing for movement in many different directions.

**CLASS ARRANGEMENT:**

Large group.

**INSTRUCTIONAL STRATEGIES:**

Introduce the following flexibility concepts and have students participate in activities as suggested.

1. Flexibility. Refers to the range of movement possible at a joint or series of joints such as the spine. Flexibility is determined by the mobility of the muscles, tendons, and ligaments controlling the specific joint.

- Activities:  
Name some activities that require flexibility. Examples: gymnastics, wrestling, synchronized swimming, diving, jazz dance, ballet, figure skating.

Raise the right arm, bend the elbow, and reach down across the back as far as possible. At the same time, extend the left arm down and behind the back, bend the elbow, and try to cross the fingers over those of the right hand. (Minimal flexibility would be described as the ability to touch fingers.) Repeat with the arms crossed in the opposite direction (left arm up).

## EVALUATION/MODIFICATION:

How did you rate?

Could you touch your fingers?

Right arm up:            Yes \_\_\_\_ No \_\_\_\_

Left arm up:            Yes \_\_\_\_ No \_\_\_\_

Could you cross fingers over those of the other hand?

Right arm up:            Yes \_\_\_\_ No \_\_\_\_

Left arm up:            Yes \_\_\_\_ No \_\_\_\_

What do the results tell you about your flexibility?

# ***FITNAMES IV***

**OBJECTIVE:**

To demonstrate an understanding of health-related components; specifically body composition and its effect on body shape, health, and performance.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**INFORMATION:**

Exercise helps a person to maintain a healthy body weight by using excess calories. Loss of body weight can be brought about by a reducing diet; however, weight control involves more than merely reducing caloric intake to compensate for sedentary habits and overeating. Regular physical activity takes care of some of our dietary excesses and prevents the adding of undesired adipose tissue. Excess body fat results in undue stress on normal body functions, particularly those of the heart. Being overweight shortens life. Among persons whose weight exceeds the normal by only 15-25 percent, death rates increase by an estimated 30 percent.

**CLASS ARRANGEMENT:**

Large group.

**INSTRUCTIONAL STRATEGIES:**

1. Have students perform a modified “pinch test” to estimate their body composition.

Pinch Test: Apply pressure with the thumb and forefinger to gather a fold of skin and underlying fat (do not include muscle in the “pinch”). Any amount from one-half inch to one inch may be considered in the “normal” range. Amounts above this would be considered excess fat.

- a. Triceps (back of upper arm). Arm hangs loosely, partner performs pinch test by pinching a skin fold halfway between elbow and armpit.
- b. Front thigh (halfway between the knee and hip joints). Standing position, partner performs pinch test by pinching a skin fold halfway between the knee and the hip joint.

2. Have students complete a body measure graph.

Body Measurement Graph. You can get a clear idea of how your body shape is changing as your fitness program progresses by keeping track of a few simple body measurements. Use a tape measure to measure your girth at the following points:

- Around your chest, just beneath your armpits, with your chest relaxed
- Around your waist, at your navel
- Around your hips, at their widest point
- Around the middle of your thighs
- Around the thickest part of your calf
- Around the middle of your upper arm

Keep your muscles relaxed as you take the measurements. Do not suck in your stomach while taking the waist measurement. Repeat the measurements every two weeks (remembering to measure at the same spot each time) and enter the measurements on the graph below.

Measurement	1	2	3	4	5	6	7	8
Chest								
Waist								
Hips								
Thighs								
Calf								
Arm								



# CATERPILLAR

**OBJECTIVE:**

To participate in an ongoing running program to increase cardiovascular fitness.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**EQUIPMENT/MATERIALS:**

- running shoes
- if indoors, cassette player and tapes

**INFORMATION:**

Cardiovascular fitness is the body's ability to continuously provide oxygen to the muscles as they perform work over an extended period of time.

**CLASS ARRANGEMENT:**

Three groups of students arranged in single file based on fitness level--low, moderate, high. Give fun names to these levels, i.e., types of caterpillars. Levels are based upon five-minute step test results.

**SKILLS NEEDED:**

Listening; following instructions; teamwork; jogging, skipping, hopping, and reaching.

**INSTRUCTIONAL STRATEGIES:**

1. During first session, find the average target heart rate of each group as follows:
  - a. dim the lights for three minutes
  - b. have the students lie on floor
  - c. count pulse for six seconds and multiply by 10
  - d. add all rates and divide by number of students in each group. This is the average resting heart rate.

- e. calculate average class age
  - f. compute as follows:  $(220 - \text{average age}) - (\text{average resting pulse}) \times (60\%) + (\text{average resting pulse}) = \text{low end of target zone}$
  - g. compute as follows:  $(220 - \text{average age}) - (\text{average resting pulse}) \times (90\%) + (\text{average resting pulse}) = \text{high end of target zone.}$
2. Warm up students with the following exercises:
    - a. hamstring stretch
    - b. quadriceps stretch
    - c. calf stretch
    - d. standing reach: reach up with arms straight overhead while rising on toes for full stretch
  3. Students in each group are to line up behind a designated leader for each group.
  4. The leader sets the pace, jogging or running for 10-20 minutes.
  5. While running, the leader varies pace, zigzags, hops, runs backwards, reaches up, pumps arms, skips, etc. (Note: Teacher observes, calling out instructions or intervening when necessary.)
  6. Students are to keep their place in line.
  7. Have students check their pulse midway through the exercise period and again at the end of the exercise period.
  8. If anyone has a heart rate below the low end of the target zone or above the high end of the target zone, monitor the pace of the group or assign that student to another group.
  9. Have students record their ending heart rate in a log to monitor progress.
  10. Do cool-down stretches (same as warm up).
  11. Continue this activity with variations for the entire school year; three times per week for 20 minutes each session.

## **EVALUATION/MODIFICATION:**

Test for cardiovascular improvement using a five-minute step test every eight weeks, adjusting the ability groups as necessary.

1. Have students hold a lightweight rope in right hand to keep group together.
2. Vary setting (gymnasium, park, playground) and terrain (flat, rolling).
3. Base the grouping of students on Rating of Perceived Exertion (RPE) of each student rather than on step test results.

# ***STRETCH ROUTINES FOR LESSON LEAD-INS***

**OBJECTIVE:**

To augment children's flexibility component of their health-related fitness.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**EQUIPMENT/MATERIALS:**

- cassette recorder
- music
- mats
- posters showing muscle groups being stretched
- posters showing sports that have specific skills where the muscles that are being stretched are used

**INFORMATION:**

Stretching is an overlooked component of health-related fitness. People do not spend time stretching prior to engaging in an activity. The stretching that individuals do may not be specific to the sport they are about to engage in and may not involve the proper muscle groups.

**CLASS ARRANGEMENT:**

Students are positioned in a large semicircle in view of the instructor.

**SKILLS NEEDED:**

Knowing the difference between tension, discomfort, and pain.

**INSTRUCTIONAL STRATEGIES:**

Performing stretch routines is important to the flexibility component of health-related fitness (HRF). When composing stretch routines, consider the following:

- routines should flow, for example, from the feet to the head
- attempt not to have the child go from a stand to the floor then back to a stand then back to the floor, etc.
- have all the stretches/joint preps done in the same spot
- partner stretches are okay
- individual stretches are to be held or rotated for a minimum of 10 seconds, with the total routine lasting about two minutes
- each stretch/joint prep is to be done at least twice (if a stretch concentrates on one leg, do not forget the other leg)
- stretches should focus on specific parts of the body (e.g., ankles, calves, hamstrings or the backside of the upper part of thigh, quads or the frontside of the upper part of thigh, torso or abdomen, and the shoulders, neck, and arms)

Typical stretch routine:

1. Ankles. Standing in a slight stride position, press back foot instep down. Switch leg positions and repeat.
2. Calves. From a moderate stride position, reach down with same side hand and pull up on same side toes (feet remain on ground). Switch leg positions and repeat.
3. Hip Flexors. From an extended stride position, place both hands on front knee, then dip low (slide back foot back if needed to acquire desired tension), look up to ceiling as you perform. Switch leg positions and repeat.
4. Quads. From the extended stride position, simply let the back knee drop to ground, then reach back with the same hand for the same ankle and pull up for desired tension. Switch leg positions and repeat.
5. Torso and upper body. From a standing position, but with legs spread apart beyond shoulder's width, interlock fingers above head turning palms skyward, then slowly lean side to side.

# ***HEALTH-RELATED FITNESS CIRCUITS (HRFC)***

**OBJECTIVE:**

To augment children's health-related fitness.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**EQUIPMENT/MATERIALS:**

- cassette recorder
- music
- mats
- cones
- posters
- jump ropes

**INFORMATION:**

Motor fitness is important, but health-related fitness (HRF) has more function and lifelong value for individuals. Flexibility, muscular strength, muscular endurance, cardiovascular endurance, and body fat composition are the focus of health-related fitness circuits for middle to high school age children. Circuit components that overtly focus on muscular strength or body fat composition are difficult to compose, so the ones presented here focus on other components of HRF.

**CLASS ARRANGEMENT:**

Running route with stations strategically placed.

**SKILLS NEEDED:**

Assessing heart rate; basic dance patterns; rope skipping skills.

## **INSTRUCTIONAL STRATEGIES:**

Prior to commencing a health-related fitness circuit (HRFC): (1) children perform a general movement task to stimulate the cardiovascular system and to warm up the synovial joint fluid, and (2) perform a stretch (flexibility/joint preparation) routine. The stretch routine involves the ankles, gastrocnemius, quadriceps, hamstrings, and upper body (stretches are held for 10 seconds). Children walk or jog once around the running course before performing another station of the HRFC.

Each station is usually a movement sequence consisting of four movements; each movement is repeated 10 times with high and low impact movement allowed. (Note: Most music is based on eight counts, but to simplify the instructions, every movement within the circuit is done 10 times.) Stations should focus on abdominal muscular endurance, upper body muscular endurance, and lower body explosive movement.

Children should begin at different stations of the circuit and enough equipment should be available to eliminate waiting time to perform at a station. Music is used for motivation and for class management, specifically to start and end the circuit. The instructor has all the children walk or jog the last 45 seconds of the circuit. Heart rates are assessed at the end of the circuit (charts for children should be posted; 75 percent and 90 percent of maximum is desired).

The instructor should encourage quality of movement at the stations. Some children may move through the circuit twice, while others may make it through once.

# ***WEIGHT TRAINING FOR YOUR BODY***

**OBJECTIVE:**

To learn how weight training affects body composition.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**EQUIPMENT/MATERIALS:**

- enough two-pound weights for two per student. If manufactured weights are not available, sand-filled plastic bottles or bags can be substituted.
- gymnastics mats (enough to allow four to five students at one time to do sit-ups and four to five students at one time to do butterfly arm extensions).
- music tapes for accompaniment and inspiration.

**INFORMATION:**

Weight training, along with a proper diet, has a direct effect on body composition. Weight training strengthens and tones the muscles as well as helps to decrease fat which, in turn, leads to a better body composition. The exercises in this lesson work on specific areas of the body. Jumping jacks and butterfly arm extensions are beneficial for arms. Jumping jacks, calf raises, and squats are beneficial for legs. Crunch style sit-ups and side bends are beneficial for the abdomen area.

**SKILLS NEEDED:**

Knowledge of and ability to do jumping jacks, crunch style sit-ups, squats, butterfly arm extensions, calf raises, and side bends.

## **INSTRUCTIONAL STRATEGIES:**

Students should do arm, leg and abdomen stretches before starting any activities. Each student will then be given a set of two-pound weights. The students will be divided into groups of four or five. Each group will start at a different station. Six stations will be set up: jumping jacks (weights in their hands), crunch style sit-ups (weights to their chests), side bends (weights in hands, arms extended), calf raises (weights in hands, arms to the sides), squats (weights in hands, arms to their sides), and butterfly arm extensions (weights in hands, arms extended out). Note to instructor: Before beginning the exercises, demonstrate the exercises to the class.

With one group per station, start the music and exercises. Watch for students improperly doing an exercise or improperly using the weights. If misbehavior occurs with the weights, the particular student(s) should continue to do the exercises without the weights. Approximately five minutes should be allowed per station. The students are to walk one lap around the gym with the weights in between each station. Two laps should be walked at the end of the class as a cool down.

## **EVALUATION/MODIFICATION:**

Evaluation for this lesson should be done as an observation. The teacher should walk around observing the students, noting if they are following directions, doing the exercises appropriately, and on task. The teacher can carry note cards and take short notes.



# GYMNASTICS

**OBJECTIVES:**

To learn a variety of entry-level gymnastics; to acquire physical skills; and to participate cooperatively in groups.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**INFORMATION:**

Gymnastics uses skills of flexibility, balance, coordination, muscular endurance, strength, and agility. Flexibility is one of the major components in gymnastics and is the range of possible movement in a joint or series of joints. Balance and stability are dependent primarily on the positioning of the center of gravity. The center of gravity in a person is not at a fixed point but changes position within the body as the body moves. In gymnastics and other sports and activities, a person must balance whether in static balance (held) position or dynamic (moving) position. Strength and muscular control are both important to balance. Muscular strength is a muscle's ability to exert a force against a resistance and muscular endurance is the ability of a particular muscle group to perform a given task over an extended period of time.

Improving skills in flexibility, balance, coordination, muscular endurance, strength and agility through gymnastics will benefit the student now and in the future.

**CLASS ARRANGEMENT:**

The class will be working in five cooperative groups. Students within each group will be required to spot other members of their group, time an activity which requires timing, and encourage and support other members of their group to successfully complete each station. Using a checklist, the students must check off whether their peers completed the activities at the stations.

**SKILLS NEEDED:**

This lesson has been prepared to accommodate students who are beginning gymnasts or have had limited experience. This would also be appropriate for students who have been away from gymnastics for some time and would reintroduce them to some of the basics.

## **INSTRUCTIONAL STRATEGIES:**

1. The students are numbered off to form five groups.
2. If the stations are not set up, each group will be responsible for setting up one of five stations. Instruction in how to set up these stations safely should be given.
3. Station #1 should be along the long side of the gym and would consist of apparatus for balance activities. Balance apparatus include a 20-foot line on the floor, followed by a long bench, and finally the balance beam. The balance beam would require a chair for individuals to step on to mount the beam, a crash mat on the wall side, and a dismount mat at the far end.
4. Station #2 would consist of a set of parallel bars with mats below.
5. Station #3 would have the side box vault with beat board and mats.
6. Station #4 would contain the high bar with mats below and a chair to help students reach the bar.
7. Station #5 would be the tumbling area in the center of the gym and would consist of numerous mats.
8. At the other end of the gym would be an area with mats for the students to cool down.
9. Station numbers and activities to do at each station will be posted at the corresponding station.
10. The teacher will take the entire class to each station to explain and demonstrate the activities required to complete at each station before the group can move on.
11. At Station #1 the student will walk forward on the line, then on the bench, and finally on the balance beam. The student will return to the starting point for Station #1 and will sidestep on the line, bench, and balance beam. Next, the student will walk backwards on the line, bench, and balance beam. For the next level challenge, the student can do a pivot turn. Once these are completed the student will do a "stork stand" for a minimum of 30 seconds (timed by another member of the group).
12. At Station #2 the student must do a "cross-support" on the parallel bars and hold for five seconds. For a further challenge the student can do a "walk-in-cross-support." After these activities have been completed, the student will do a "skier's sit" and hold for a minimum of 30 seconds. A timer will be required within the group.
13. At Station #3 the student will do a "flex arm hang" for 30 seconds. For a further challenge, students can do as many "pull-ups" as possible in 15 seconds. This repetitious activity will increase endurance.
14. At Station #4 the student will run, jump on the beat board, and complete the knee vault, the vault squat, and straddle vault.
15. At Station #5 the student will do a forward roll, a forward roll straight legs to a stand, and a backward roll. For a further challenge, students can do a cartwheel or round-off.

Grade

7

LEVEL:

*SECONDARY*

# ***BASEBALL***

## **OBJECTIVE:**

To provide an opportunity for the student to acquire sport-specific skill patterns.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Outside, open grassy area.

## **EQUIPMENT/MATERIALS:**

- bat and ball per two students
- baseball glove per student
- set of bases

## **INFORMATION:**

Student will build on basic manipulative patterns as they acquire sport-specific patterns associated with baseball.

## **SKILLS NEEDED:**

Basic locomotor, throwing, striking skills.

## **INSTRUCTIONAL STRATEGIES:**

1. Students warm up by tossing a baseball back and forth with a partner.

### Throwing pointers:

- turn sideways to your target
- point non-throwing elbow towards target
- step with opposite leg, then twist non-throwing elbow around
- high elbow on throwing arm with wrist laid back
- back foot drags
- eyes focused on target

Catching pointers:

- wait with hands apart and below waist
- shuffle to get behind ball
- elbow flexed as ball goes in
- thumbs pointing out for low balls, thumbs pointing in for high balls
- absorb ball in toward the body, then turn sideways

2. "Hit the bat" with a partner. Students work in pairs at a work station. Overall organization of class is best as an inner circle with an outer circle. Student hits out from inner circle to partner positioned at outer circle. (Note to instructor: Be certain of safety of work station arrangement.) The object is for the person in the outer circle to field the ball, then throw it back so the ball either bounces or goes straight over the bat that has been laid down by the hitter. The bat should be laid down horizontal to the thrower. If successfully thrown by the thrower, then the roles switch.
3. "Three team baseball." A game of baseball is played with three teams of four to five players per team. Team A is the batting team, Team B is the infield team, and Team C is the outfield team. When a team is batting, they have the traditional three outs. A team must always have someone at home to bat; if not, the teams rotate. Rotation takes place after three outs or when the batting team has no one at home base to hit. Rotation procedure: the batting team goes to outfield, outfield moves to infield, infield comes in to bat. For variation, the batting team may have more than one runner on a base, a runner can choose to either run to third base first, then to second, first, and home or choose to run traditionally to first then to second, third, and home.

Grade

7

**LEVEL:**  
**SECONDARY**

# ***SOCCER I***

## **OBJECTIVE:**

To enhance skill-related fitness components, such as coordination and agility, while practicing basic skills of soccer. This lesson will focus on various forms of catching and throwing the ball.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

- one soccer ball per student.

## **INFORMATION:**

Catching the ball is a skill utilized by a goalkeeper in the game situation. All students, however, should develop strong catching skills. Throw-ins are used to bring the ball back into play after it crosses the sideline and goes out of play. This particular restart often presents the most difficulties to young players.

## **CLASS ARRANGEMENT:**

Individual tasks and partner tasks.

## **SKILL NEEDED:**

Tossing.

## **INSTRUCTIONAL STRATEGIES:**

1. Warm up:
  - a. Jump off the left foot and touch the top of the ball with right foot. Repeat with opposite feet. Practice the rhythm.
  - b. Do push-ups while holding the ball. Spread the legs to aid balance.

2. Catching:
  - a. When catching high balls, form a “W” with thumbs and index fingers.
  - b. After the “catch,” let ball drop into body for the “hug.”
3. Throw-ins:
  - a. Throw against a wall, catch rebound.
  - b. Throw against a wall, trap rebound.
  - c. Throw against a wall but at specific target on the wall. Vary the height of the target.
  - d. Throw against a wall, moving back one step each time you catch the rebound after only one bounce. See how far from the wall you can get.
4. Partner Activities:
  - a. Throw against a wall, partner traps the rebound.
  - b. Throw to the partner who traps the rebound (throw-in can bounce or be direct).
  - c. Throw to partner who catches and “hugs” the ball. Move back one step each time the throw-in is accomplished without touching the ground. See how far apart the partners can get.

# ***SOCCER II***

**OBJECTIVE:**

To provide an opportunity for the student to acquire sport-specific skill patterns.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Grassy, open space.

**EQUIPMENT/MATERIALS:**

- 1 polyspot per two students
- 1 small cone per two students
- 1 soccer ball per two students

**INFORMATION:**

Students will develop basic manipulative patterns as they acquire sport-specific patterns associated with soccer.

**CLASS ARRANGEMENT:**

Establish what the stop movement signal will be. Set polyspots out in a circle, 5-8 paces between, then set cones out in front of polyspots forming an even larger circle. The pair's work station will be from polyspot to outer circle.

**SKILLS NEEDED:**

Basic striking patterns using limbs and locomotor patterns, i.e., running.

**INSTRUCTIONAL STRATEGIES:**

Discuss dribbling (a series of light taps on the ball where you touch the ball then plant that foot) and its function in a game of soccer. Dribbling should be done sparingly in a game and is best done when an opponent is not trying to take the ball away. Passing and trapping are much more important!

The following skill tasks are done by students at their work station, going around a cone and then back to the polyspot.

1. Tapping the ball with either the outside, inside, heel, or pulling back on the ball with the bottom of the foot. When returning to polyspot, the dribbler stops the ball on the polyspot by lightly placing the bottom of the foot on the ball to stop it (called “putting a lid on it”). Each partner will take a turn.
2. Dribble to and around the cone using the inside of the left foot, going counterclockwise around the cone, then returning to the polyspot and “put a lid on it.”
3. Same as 2 but use right foot, going clockwise around the cone.
4. Dribble to and around the cone using the outside, outside, inside, inside of foot pattern. When you get to the cone, place left foot next to the cone and pull the ball back using the underside of the right foot. Go clockwise around the cone, hopping as you go, then return to the polyspot with dribble pattern of your choice.
5. Same as 4 but pull the ball back with left foot, with the right foot next to the cone. Go counterclockwise around the cone.

The following skill tasks are done in pairs in the open space scattered among other pairs:

1. Travel about the field dribbling the ball with your partner trailing you. When the partner calls “drop” the dribbler places foot on top of the ball and drags it back to the partner. Repeat the procedure with you trailing your partner who is now dribbling.
2. Same as above 1, but partner will call “square” or “through” and you must either pass to the left or right (depending where your partner is) for “square” or forward for “through.”



# ***BE SAFE!***

## ***BICYCLE SAFETY TAG***

### **OBJECTIVES:**

To gain knowledge of the main bicycle safety rules through fun cardiovascular activity; to develop the behaviors needed to be a safe and successful bicyclist.

### **LIFE SKILLS:**

To promote physical activity and exercise as part of a healthy lifestyle; to promote personal, family, and community safety as part of a healthy lifestyle.

### **TEACHING FACILITY:**

Large open area (indoor or outdoor).

### **EQUIPMENT/MATERIALS:**

- 24 cones to mark borders of lanes
- three beanbags for traffic light (red, yellow, and green)
- enough jerseys for each person in the class (four different colors)
- two whistles

### **INFORMATION:**

Basic bicycle safety rules: (using left arm) arm straight out = left turn; arm up = right turn; arm down = stop. Bicycles must always be on the right-hand side of the road and never be ridden on sidewalks. Safety helmets and gear should always be worn. Pedestrians always have the right-of-way!

### **CLASS ARRANGEMENT:**

Entire class.

### **SKILLS NEEDED:**

Knowledge of basic bicycle safety rules and gear, vehicle intersections, game of tag, and running.

## **INSTRUCTIONAL STRATEGIES:**

Two students are chosen to be “policemen,” complete with whistles. The rest of the class will take turns being bicyclists, cars/trucks, and pedestrians (Example: 20 students = 10 bicyclists, two pedestrians, six cars, and two policemen).

A mock intersection will be set up. The instructor will be the traffic light in the middle and use red, green, and yellow beanbags to give signals. Bicycle safety rules and gear should be reviewed. Students will walk and jog through the intersections for warm up, using appropriate signals.

The game will begin with the “policemen” watching and the rest of the class appropriately distributed in the four streets of the mock intersection. The teacher will hold up colored lights in two opposite directions, and the cars, bicycles, and pedestrians will move through accordingly. The students may go through the intersection on green lights as many times as they can, making sure to use proper signals if they turn. If the light turns red, they must stop accordingly and let the streets going in the other direction take their turns. The policemen whistle, run, and tag those who make violations; violators must move to the side. The last two people remaining who have not made any violations are the new policemen.

## **EVALUATION/MODIFICATION:**

Game may be interrupted to help kids gain further knowledge. Teacher will continue to lead kids in the game until they demonstrate proper understanding.

# ***SWIM LIKE A FISH***

**OBJECTIVES:**

To demonstrate proper body position, leg and arm actions, breathing, and to practice a timing technique.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Swimming pool.

**EQUIPMENT/MATERIALS:**

- kickboards (one for each student)
- floats (one for each student)

**INFORMATION:**

People who can swim are able to take part in many sports such as sailing, canoeing, surfing, skin diving, water polo and diving. Not being able to swim is a disadvantage, and it can also be very dangerous. By improving techniques, body position and actions, the speed of swimming can be greatly increased. The crawl stroke was discovered by the Hawaiians and is the fastest swimming stroke for short sprints and long distances.

**CLASS ARRANGEMENT:**

Large group.

**SKILLS NEEDED:**

Floating, tumble turn (somersault with a twist), and basic crawl stroke.

**INSTRUCTIONAL STRATEGIES:**

1. Each student will swim across the pool while the teacher times them. The times will be set aside for later comparison.
2. The teacher will model the proper body position by pushing off from the side of the pool.

- a. The teacher tells the class that their face should be in the water, eyes forward and downward. Heads should be kept down for the best streamline effect.
  - b. Students practice this position by kicking off the edge as the teacher modeled. The teacher will watch to see who needs pointers. Students will continue until all have demonstrated the correct position.
3. The teacher will model the correct leg action.
  - a. The leg kick starts at the hip, passing down through the knee to the ankle. The kick is shallow, has no knee bending, toes are pointed, and the feet come to the surface with little splash.
  - b. Using kickboards or floats, students practice the kick until it becomes more relaxed. The teacher observes students for problem areas.
4. The teacher will demonstrate the correct arm action.
  - a. The arm stretches forward and the hand enters the water with the fingers together and slightly cupped. The hand pulls downward and backward until the thumb brushes the thigh.
  - b. Adding the arm action to the leg action, students will practice until they feel comfortable and the teacher thinks they have the idea.
5. The teacher will demonstrate the correct breathing technique.
  - a. The students will practice at the side of the pool. The head should be turned to the side as the arm on the breathing side completes its pull.
  - b. Students will incorporate the breathing with the other actions using the following timing method: six beats of the leg to a pull with each arm, and a breath with the completion of each breathing side stroke.

Grade

7

LEVEL:

*SECONDARY*

# ***RELAYS-PLAYS- AEROBIC GAMES CROSS-COUNTRY SKIING***

## **OBJECTIVES:**

To practice some ski techniques, to gain self-confidence, to support teammates, and to interact with an unfamiliar environment.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Any place where there is snow.

## **EQUIPMENT/MATERIALS:**

As indicated by various activities.

## **INFORMATION:**

Most of the activities suggested have been modified using relays, games, and tag activities from around the world. The vast majority of these activities can be played outside of cross-country ski experiences using the playground or gymnasium.

## **CLASS ARRANGEMENT:**

As dictated by various activities.

## **SKILLS NEEDED:**

Basic cross-country ski techniques: step turn and diagonal stride.

# INSTRUCTIONAL STRATEGIES:

## 1. Cross-Country Relays

- a. Interval Relay. Two racers alternate laps for 3-10 laps each. Provides excellent training.
- b. Medley Relay. Have 3-4 short loops of different types: one short flat loop, one hill climb section, one downhill section, and a mixed terrain loop. Racers can start from one exchange zone or have exchange zones along the trail at convenient locations.
- c. Push the Piggy to Market. The racers push a ball with a ski pole along a short trail of 25-30 yards, make a turn around a flag, and return to tag their partner.

## 2. Play Activities

- a. Downhill Run. Follow the leader through a slalom course.
- b. Cut the Pie. Make a large circle in the snow and bisect the circle with two diameters set at right angles to each other. This makes a “pie” with four equally sized “slices.” The pie should be about 50 meters in diameter for 10-15 players. To play, one person is “it” and tries to tag another player. Safety is a 5-meter diameter circle in the center of the pie, but only three skiers can rest in the circle. The skier who has been in the safety circle the longest time must leave if a new skier enters. Anyone who falls into the pie or cuts a corner becomes “it.” So, don’t cut the pie!
- c. What’s Around the Corner? Set 2-3 stations along the trail at which skiers stop and do something. They might say the first half of the alphabet, count backwards from 25 to 0, spell their name and mailing address, switch poles to opposite hands, do some toe touches, sing one verse of a favorite song, or drink a cup of juice.
- d. Ski Soccer. Play soccer on skis, but use your hands instead of your feet to move the ball. With a large group, try two balls.
- e. Tandem Skiing. Mount two sets of bindings on each ski about 50 centimeters apart. With two skiers on a pair of skis, you are ready to go. A strong, proficient skier in the front bindings can be helpful in letting the other person “feel” a proper diagonal stride.

# STAR SEARCH

**OBJECTIVES:**

To develop skills and attitudes that improve self-esteem. To share accomplishments and individual differences with others.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyles.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- One index card per student in the class
- One Star Search student master (see Grade 7 Handout Masters)
- Copies of the completed master for each student in the class

**INFORMATION:**

Self-esteem is the personal image an individual has about him/herself. The image can be positive (believes that he/she is worthwhile) or negative (believes he/she is unworthy). Self-esteem has a great effect on behavior—persons with positive self-esteem are more likely to avoid self-destruction behaviors.

**CLASS ARRANGEMENT:**

Large group mingling—problem solving.

**SKILLS NEEDED:**

Writing and communication skills.

**INSTRUCTIONAL STRATEGIES:**

1. Discuss self-esteem and the importance of having positive self-esteem.
2. Give each student an index card. Have them print their name and list at least two accomplishments they have done for which they feel good about. (Examples: paper route every morning, pitcher on softball team, baby-sitting two children after school, etc.) Collect the index cards. As the teacher, complete an index card.

3. Using the star search student master, choose one statement for each student in your class from the index cards you collected. Write a different statement beside each number on the star search list. Reproduce enough copies of the completed star search list for each student in the class.
4. Have the students participate in the star search. Each student is to find the “star” for each of the accomplishments by asking: “I am conducting a star search. Are you the person who . . . (name one accomplishment on the sheet)?” If the student has found the correct “star,” the “star” draws a star next to the statement and places his/her initials inside the star.

Students continue playing star search until they have an initialed star next to each statement on their list.

5. Follow-up discussion about accomplishments of the class and how they aid our positive self-esteem.

### **EVALUATION/MODIFICATION:**

- This activity can be done in two parts to allow the teacher time to place statements on a master.
- This health enhancement activity can be infused into social studies.

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Meeks, L., Heit, P., and Page R. (1994) *Drugs, Alcohol and Tobacco: Totally Awesome Teaching Strategies*.™ Blacklick: Meeks Heit Publishing Company, Inc.



# LANDFILL

**OBJECTIVES:**

To demonstrate what happens to the garbage in a landfill; to emphasize the importance of recycling.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom or lab.

**EQUIPMENT/MATERIALS:**

- “Deep Thoughts” overhead (see Grade 7 Handout Masters)
- large glass jar (1 qt. or larger)
- 2-3 cups of potting soil
- aluminum foil to cover top of water jar
- small pieces of each of the following items: apple, potato, paper, styrofoam, cooked noodle, hard boiled egg, iron nail

**INFORMATION:**

People in the U.S. throw away 28 billion bottles, 60 billion cans, 4 million tons of plastic, 40 million tons of paper, 100 million tires, and 3 million cars every year. What happens to all that garbage? Some communities throw their garbage into a landfill, burying it under a shallow layer of dirt. The idea of using a landfill is that the garbage will be biodegradable (meaning that microbes like molds and bacteria will break it down), returning nutrients to the soil, making the soil enriched so the land can be used for something else in the future. However, not everything that people throw away is biodegradable. Also, some biodegradable items break down a lot more slowly than others.

**CLASS ARRANGEMENT:**

Demonstration and observation over time.

**SKILLS NEEDED:**

Basic math skills; writing skills.

## **INSTRUCTIONAL STRATEGIES:**

1. Put soil into a jar. Carefully poke each of the items into the dirt so they are below the soil surface and next to the glass where you can see them.
2. Sprinkle on enough water to moisten the soil without making it mud.
3. Cover the top with foil and place the jar in a warm, shady place.
4. Every third day take off the top, sprinkle on more water, and replace the foil cover.
5. Note the date you started the model landfill. Note the date you first see mold on a piece of garbage.
6. Discuss the results of your class landfill.
  - a. How many days passed before you saw fuzzy mold growing on any items in the landfill? What molds first? What do you think will happen to the food items eventually?
  - b. What do you think could happen if a landfill area was used for something, such as building homes and apartment buildings, before the garbage had completely broken down?
  - c. What happened to the paper? the styrofoam? the nail? Take a look at the overhead "Deep Thoughts."
  - d. It takes a one-acre, seven-foot deep pit to hold one year's worth of garbage for every 10,000 people. How many people live in your community? How many acres of land would be needed as a landfill for your community for one year? for five years?
  - e. How is garbage disposed of in your community?

## **EVALUATION/MODIFICATION:**

Each small group of students can build their own landfill to be observed over the year.

## **RESOURCE:**

Nebraska Comprehensive Health Education Curriculum Guide, 1993.

# ***SWEET—BUT NOT THAT SWEET!***

**OBJECTIVES:**

To show students firsthand an example of peer pressure and its possible negative effects; to identify resistance skills that can be used when pressured to engage in risk behaviors and/or risk situations.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom or outside area.

**EQUIPMENT/FACILITY:**

Two chocolate kisses (or other treat) for every student, plus extras.

**INFORMATION:**

This activity works well with a class that is bonded well and gets along. During the “pressuring” parts of the three demonstrations/scenarios, the students may move about using any strategy they wish (guilt, anger, begging, bribing, etc.), but they may not physically touch the person or the chocolate kiss.

**CLASS ARRANGEMENT:**

Three small groups. Set up students in groups on the floor or in desks.

**SKILLS NEEDED:**

Cooperation; following directions.

**INSTRUCTIONAL STRATEGIES:**

1. Divide the class into three groups. The three groups are:
  - a. Risk Behavior Group. Risk behavior is an action that might be harmful to you or others.
  - b. Risk Situation Group. Risk situation is a situation in which another person’s behavior threatens your health.
  - c. Healthful Behavior Group.
2. Give every student in groups (a) and (b) a chocolate kiss.
3. Explain and discuss peer pressure as: “The influence that persons of your age use to encourage you to make the decisions they want you to make. Silently you feel ostracized if you do not do what is suggested, which then pressures you into trying or doing that behavior.”

4. Demonstration #1: Have the members of the first group (a) unwrap and eat their kisses in front of the second group. While they are eating, they are to encourage the members of the second group (b) to unwrap and eat their kisses. They are to be as convincing as possible. After five minutes stop to see if any members of the second group ate a kiss. Discuss the kinds of pressure the members of the first group used to try to encourage the members of the second group to engage in the “risk” behavior.
5. Demonstration #2. Have the members of the second group who did not open their kisses to unwrap them and take a small bite. They are to hold the remaining part in their hand. Once again, the members of group one are to pressure the members of the second group to finish their kisses. After five minutes, stop and ask the members of the second group if they were more tempted to eat the kiss before they unwrapped it (demo #1) or after they unwrapped it and took a small bite (demo #2).
6. Talk privately in a huddle with members of the third group so members of the other two groups cannot hear the directions. The third group members are to say “No, I don’t want to eat the kiss” each time they are pressured by members of group one or two who are offering the chocolate kisses. After they are pressured individually two times, they are to move away from the person pressuring them. Give the members of the group one or two chocolate kisses to offer members of group three.
7. Meet with members of groups one and two. Give them chocolate kisses to offer group three. Tell them that if they can persuade any of the members of group three to eat the kiss, they will receive extra credit or other teacher-determined reward. Tell them to use any strategy they wish but not to touch the person or tell them about the payoff.
8. Demonstration #3. Have groups one and two pressure members of the third group to eat their kisses. Allow five minutes.
9. Have students return to their desks. Remind them of courtesy and to pick up wrappers and place in garbage. Discuss the results of the three demonstrations/scenarios.
  - a. When members of the first group pressured members of the second group in Demonstration #1, what convincing techniques were used? How did they get peers to eat their kiss (if they did)?
  - b. In relation to Demonstration #2 after the members of the second group unwrapped their kisses and took a bite, was it more tempting to continue eating the kiss when pressured? Why? How does this experience relate to setting limits on behaviors to avoid participating in risk behavior in which you had previously planned not to participate in?
  - c. What happened when members of the third group were pressured? How did they avoid being tempted? What happened when the pressure continued?
  - d. Ask participants how they felt as: (1) those who were doing the pressuring and (2) those who were being pressured. Ask various group members if they felt frustrated, angry, etc.
  - e. Ask students to relate this experience to other peer pressure situations (drugs, alcohol, smoking, sex, etc.). Discuss.
  - f. Brainstorm as a class ways that you could get out of peer pressure situations in which you feel uncomfortable.

## **EVALUATION/MODIFICATION:**

Identify several observers to take notes during all three demonstrations.

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. <sup>TM</sup> Blacklick: Meeks Heit Publishing Company, Inc.

# HEADBANDS

**OBJECTIVE:**

To explore how and why we label others and the effects labeling has on both the labeler and the person being labeled.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- 8 headbands
- 8 labels (index cards)
- tape or paper clips

Labels should say:

BULLY—FEAR ME  
BRAIN—COMPLIMENT ME  
NERD—MAKE FUN OF ME  
DRUGGIE—IGNORE ME  
TEACHER'S PET—RESENT ME  
JOCK—TOLERATE ME  
LEADER—FOLLOW ME  
CLOWN—LAUGH AT ME

**INFORMATION:**

Conflict resolution is an important curricula component—but more specifically, the curricula content must be activities and skills to enable students to acknowledge their differences and create supportive environments in the schools.

**CLASS ARRANGEMENT:**

Role play.

**SKILLS NEEDED:**

Ability to role play/cooperation in group.

**INSTRUCTIONAL STRATEGIES:**

1. Start the activity by discussing with the class (a) what it means to label other people, (b) what effects labels have on people at school, and (c) why labeling happens at school.

2. Explain to students the purpose of the activity and that you are going to conduct a role play illustrating the effects of labeling. Ask for eight volunteers to come forward to the front of the class and sit around a long table.
3. The eight volunteers will be members of the student council; you play the role of the principal. Ask each of the role players to put on a headband.
4. Describe the task of the student council: to organize a school dance where students need to determine, on a minimal budget, the refreshments, entertainment, place, date and time for the dance.
5. Assign labels (index cards) to each of the player's headbands using a paper clip or tape, making sure that none of the players can see their own labels.
6. Before beginning, encourage players to speak up and not be afraid to treat each other as it says on the labels (without giving away what the label actually says).
7. Reiterate the task of the group. The rest of the class will observe and take mental notes of the behaviors. The role play should last 10 minutes.
8. After the role play has generated lively exchange, address the following discussion questions to each player individually:
  - a. How did it feel being on this planning committee? Would you want to continue to be on this committee? Why or why not?
  - b. What do you think your label says? Why do you think that?
  - c. Stepping out of your role, is there anything you want to say to anyone in the role play group?
9. Have all the role players take off their headbands and labels and join the class group. (Give the participants a round of applause.)
10. Address the following questions to the class:
  - a. What did you notice about how people treated each other in the role play? How did this affect the individual? The whole group?
  - b. How did labels affect the ability of the group to accomplish its task?
  - c. How do people get labeling at school?
  - d. Are labels accurate? Inaccurate?
  - e. How does labeling affect the school community?
11. Conclude by restating the purpose of the activity and the importance of being both genuine ourselves and accepting of others if we are to get along with others and create a more caring school community.

## **EVALUATION/MODIFICATION:**

Small groups may be used instead of the whole class.

## **RESOURCE:**

Reid & Kelley. (1993, November-December). Creating community wellness by empowering middle school peers. Journal of Health Education, p. S.52.

# ***THE LOSS ACTIVITY***

**OBJECTIVE:**

To describe the personal and social impact of living with AIDS; to increase compassion felt for persons with AIDS.

**LIFE SKILLS:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle; and to promote disease prevention as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

Paper and pens for each student.

**INFORMATION:**

It is difficult to imagine how one would feel living with a life-threatening illness. It is natural to “take for granted” many things we value. This activity is a simulation of the losses a person living with AIDS (PLWA) might experience. The activity is designed to increase participant’s compassion and understanding of the devastation this disease brings and to heighten motivation to avoid exposure to HIV. This activity is a good replacement for an actual PLWA talk.

**CLASS ARRANGEMENT:**

Individual simulation.

**SKILLS NEEDED:**

Writing; understanding the relationship between HIV and AIDS.

**INSTRUCTIONAL STRATEGIES:**

1. Have each participant tear a blank piece of paper into four pieces. (No talking is allowed.)
2. Ask the following questions, allowing enough time for participants to write each response on a separate slip of paper.
  - a. What possession do you have that is the most precious to you?
  - b. What physical characteristic about yourself means the most to you?

- c. What hobby or physical activity do you enjoy most?
  - d. What person(s) in your life mean(s) the most to you?
3. Have each participant lay out the completed four pieces of paper on their desk. Remind them that the activity is a private one and to respect their neighbor by not reading others. Explain that life with AIDS (or any life-threatening illness) is a series of personal losses. Ask the participants to look over all the slips and fold one of the slips in half and discard it over the front of their desk. Explain that this represents a “loss” in their life due to this disease. After this “loss” ask four participants randomly how they felt about that loss.
  4. Continue this folding, discarding, and asking questions of the class, one loss at a time. The responses you will get from the students will be more difficult for them, especially the last loss which is usually people they love. After all four slips have been discarded, ask students to think about what life is like now after losing many things that are important to them.
  5. Finally, have the participants pick up the slips of paper. Discuss why you had them pick up the slips of paper: (a) you did not want them to finish the exercise feeling sad about their loss but rather to (b) have a better understanding of how a PLWA may feel about their life situation, and (c) to emphasize that if they are not HIV infected, there is never a reason to be.

## **EVALUATION/MODIFICATION:**

Teachers need to be aware that this activity must be done in a very solemn overtone. The activity can evoke strong emotional reactions of anger, resentment, and grief. Allow time to express reactions to this simulation. Validate feelings and encourage students to talk with family and friends about the experience.

## **RESOURCE:**

ETR Associates, Santa Cruz, CA. (1988).



# *COAT OF ARMS*

**OBJECTIVE:**

To learn more about yourself and to share a little of yourself.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- 1 piece of paper per student (colored if desired)
- overhead projector
- overhead transparency of “Coat of Arms” (see Grade 7 Handout Masters)
- markers for students

**INFORMATION:**

Adolescents in grades 7-9 are very concerned about the present—seeking acceptance from peers, temporary thrills, fast money. This activity attempts to build self-esteem and to provide direction by helping students demonstrate their success and explore what they would like to accomplish in the future.

**CLASS ARRANGEMENT:**

Individual or small group sharing.

**SKILL NEEDED:**

Writing skills.

**INSTRUCTIONAL STRATEGIES:**

1. Give each student a piece of paper. Have them draw the shape of the coat of arms from the overhead (but do not write in the numbers). Draw the figure as large as the paper permits because pictures and words will fill all six sections.

2. Directions:
  - a. In section 1, draw two pictures--one showing something you are good at and the other something you are not good at but would like to do better.
  - b. In section 2, draw a picture depicting something that you are deeply committed to.
  - c. In section 3, draw a picture representing the material possession that is most dear to you.
  - d. In section 4, make a list of the person(s) that mean the most to you.
  - e. In section 5, assume you had one year to do what you wanted and were guaranteed success. Draw a picture representing that activity you would choose for that year.
  - f. In section 6, write three words that you would want others to use in describing you.
3. On completing these six steps, participants will each have a coat of arms.

### **EVALUATION/MODIFICATION:**

Divide the class into groups of four students. Have them take turns sharing their coat of arms in this small group discussion, learning more about themselves and others.

### **RESOURCE:**

Greenberg, J. S. Health Education: Learner-Centered Instructional Strategies (2nd ed.). Dubuque, IA: Wm. C. Brown Publishing.

# ***WHAT'S MY DISEASE?***

**OBJECTIVE:**

To identify the five kinds of microorganisms and a disease caused by each.

**LIFE SKILL:**

To promote disease prevention as part of a healthy lifestyle.

**TEACHING FACILITY:**

Library.

**EQUIPMENT/MATERIALS:**

- "What's My Disease?" work sheet for each student (see Grade 7 Handout Masters)
- References in school library
- Blackboard, chalk

**INFORMATION:**

Microorganisms are living things that can be seen only through a microscope. Some microorganisms cause disease, while others do not. Microorganisms can cause infectious diseases.

**CLASS ARRANGEMENT:**

Individual problem solving.

**SKILL NEEDED:**

Library reference skills.

**INSTRUCTIONAL STRATEGIES:**

1. Explain what microorganisms are. Discuss how some microorganisms can cause disease, while others do not.
2. "Micro" means small, and these "critters" can be seen only through a microscope. The five types of microorganisms are: viruses, bacteria, fungi, protozoa, and parasitic worms (put on blackboard).
3. Explain that the class will be researching what kind of human diseases can be caused by these microorganisms. Provide each student with "What's My Disease?" work sheet. Explain that each student is to list one disease caused by each of the microorganisms. They are to utilize any reference materials in the library to solve the work sheet problem.

4. After the students have solved Part I, have them select one of the diseases from their list in Part I for further research. They are to find information about that disease in the library and learn at least 10 facts about their disease. The disease chosen for Part II should be kept confidential.
5. After returning to the classroom, or during the following class period, play “What’s My Disease?” Students take a sheet of paper and number from “1” through as many students as there are in class. Students then take turns describing the disease they researched. They are to share facts only, not the name of the disease. Each person may be asked five questions about the disease he/she is describing. The class is to try to guess the disease being described. The teacher can determine a reward for being the first student to guess the diseases being described.

Grade

7

**LEVEL:**  
*SECONDARY*

# ***ASSERTIVENESS AND TOBACCO***

## **OBJECTIVE:**

To learn skills of being assertive through role playing.

## **LIFE SKILL:**

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

"Pass-Up Contracts" (see Grade 7 Handout Masters).

## **INFORMATION:**

This activity consists of teaching students to be assertive with people other than their peers. Being assertive means understanding that you have rights, but one also has the responsibility to respect the rights of others.

When young people are dealing with family and friends who use harmful substances like tobacco, they need to be informed that: (a) they should focus on how they feel about a family member or friend using a substance (e.g., "I'm worried about you, Mom, and I don't want you to get sick") rather than demand, accuse or pressure someone; and (b) they have the right to ask someone not to smoke or drink, but that each person has the right to decide for himself or herself.

## **CLASS ARRANGEMENT:**

Small group.

## **INSTRUCTIONAL STRATEGIES:**

After the introduction and clarification of what is meant by being assertive, give the class the following situation: One of your parents has been smoking for as long as you can remember and has been sick much of the past year. Your parent coughs and the doctor has told him/her to quit smoking. You are going to approach your parent because you are concerned about his/her health.

Ask the class to suggest ways to assertively approach a parent. Remind the class that being assertive means that you have rights, but also the responsibility to respect the rights of others.

Divide the class into teams. After a few ideas are presented by students, ask if members of a team would like to demonstrate their ideas on how to be assertive. (Note: Role playing should be kept brief.)

Ask the class to suggest ways to be assertive in the following situations:

- a. Someone is smoking in a crowded elevator. How could you assertively ask them to stop smoking?
- b. You are out on a date and on the way to a movie your date decides to open a can of chewing tobacco and is ready to put a pinch in his/her mouth. How could you assertively ask him/her not to do this?
- c. You saw a friend buying cigarettes and giving them to some young kids. How do you assertively handle this situation?

At the end of the lesson, ask students to complete a “Pass-Up Contract” as homework. The contract addresses how the student will react in three drug-related situations and asks the student to state his or her intentions regarding future tobacco use.

## **RESOURCE:**

Adapted from Pass-Up, Session 9: “Being Assertive With Others,” pp. 87-93, American Lung Association of Montana.

# ***LONG-TERM EFFECTS OF TOBACCO ON THE BODY***

**OBJECTIVE:**

To help students understand the health consequences of using tobacco.

**LIFE SKILL:**

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

"Chemicals in Cigarettes and . . ." handout (see Grade 7 Handout Masters).

**INFORMATION:**

Tobacco is made from numerous chemicals. This exercise can help students make the association between tobacco and negative health effects.

**CLASS ARRANGEMENT:**

Individual or small group.

**INSTRUCTIONAL STRATEGIES:**

1. Provide students with a list of chemicals found in tobacco and ask them to identify other uses for the chemicals. The following is a partial list:

- Acetone (used in nail polish remover)
- Methanol (used as antifreeze in cars)
- Nicotine (used as an insecticide)
- Cyanide (used as a poison)
- Ammonia (used to clean windows and bathrooms)
- Formaldehyde (used to preserve human tissue)
- Carbon Monoxide (found in car exhaust)
- Acetylene (fuel used in torches)

2. Have students discuss the consequences of putting these chemicals into the body. Have them discuss possible reasons why the tobacco industry continues to sell tobacco although tobacco products are harmful to humans.
3. Ask students to complete the matching exercise in the “Chemicals in Cigarettes and. . .” handout.

ANSWERS: C=1; E=2; H=3; G=4; D=5; F=6; B=7; and A=8.

## **RESOURCE:**

California Department of Education - Healthy Kids Tobacco-Free Training.



Grade

7

**LEVEL:**  
**SECONDARY**

# ***CIGARETTES AND MOODS***

## **OBJECTIVE:**

Students will be able to recognize that a person can alter their mood with cigarettes and open the way to use other mood-altering drugs.

## **LIFE SKILL:**

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Benita Martinez Day Skit (available from the American Lung Association of Montana, 1-800-LUNG USA).

## **INFORMATION:**

Tobacco plays an integral part in the addictive process. The students need to be made aware of the impact tobacco makes in death, disease and drug use. Introduce the facts that over 90 percent of all alcoholics are heavy cigarette smokers and smoking is almost universal among heroin addicts and methadone maintenance patients.

## **CLASS ARRANGEMENT:**

Group.

## **INSTRUCTIONAL STRATEGIES:**

Perform "Benita Martinez Day" skit.

Discuss possibilities of a future where people have not learned to alter their mood with chemicals.

Discuss whether the failure to address and treat a smoking habit contributes to a high relapse rate after treatment for alcoholism and/or drug use.

## **RESOURCE:**

Adapted from Central District Health Department, Utah.



# ***EAT FOR GOOD NUTRITION***

**OBJECTIVE:**

To create an awareness of the dietary guidelines as advice for making healthy food choices.

**LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- “Eat for Good Nutrition” work sheet (see Grade 7 Handout Masters)
- “Dietary Guidelines for Americans” handout (see Grade 7 Handout Masters)

**INFORMATION:**

Nutrition experts have established dietary guidelines for Americans. These guidelines are periodically revised as more is known about diet and health. The dietary guidelines are recommendations about eating to help healthy Americans ages two and over maintain and improve their health.

The first two guidelines form the framework for a healthy way of eating: (1) “Eat a variety of foods” for the nutrients you need and for the energy (calories) you need, and (2) “Maintain desirable weight.”

The next two guidelines stress the need for many Americans to (3) “Choose a diet lower in fat, saturated fat and cholesterol” and (4) “Choose a diet with plenty of vegetables, fruits, and grain products.”

Other guidelines suggest moderation in the use of sugars, salt, and alcohol if used at all: (5) “Use sugars only in moderation,” (6) “Use salt and sodium only in moderation,” and (7) “Avoid alcoholic beverages.” This last guideline was intended for adults for whom drinking is legal and encourages moderation in consuming alcoholic beverages. For teens the message “Avoid alcoholic beverages” is appropriate.

## CLASS ARRANGEMENT:

Individual/small group.

## INSTRUCTIONAL STRATEGIES:

1. Have students produce their own set of guidelines for healthful eating. Distribute the “Eat for Good Nutrition” work sheet and have each student choose the seven best guidelines to help keep them fit for a lifetime. (This may be done individually or in groups.) Discuss the guidelines students selected to see what they believe about eating for good nutrition.
2. Compare the students’ dietary guidelines with the established Dietary Guidelines for Americans on the handout. On the work sheet, have each student circle the Dietary Guidelines for Americans. Discuss how the seven guidelines they chose compare with those established by nutrition experts.
3. Discuss the statements on the work sheet which are not among those established by nutrition experts. Use the following information in the discussion:

Avoid snacking. To the contrary, nutritious snacks can contribute to a healthful diet. What is eaten throughout the day is important, not when it is eaten.

Eat an apple a day for good health. Though nutritious, apples do not hold any magic for good health. A varied diet, not a single food, promotes good health.

Avoid desserts. Desserts can be part of a healthful diet, especially when they are chosen carefully.

Avoid candy, chips, and soft drinks. Eaten occasionally, these foods add pleasure to eating. But these foods tend to be high in fat, sugar, and/or sodium, and low in nutrients.

Eat a green vegetable every day. Eating enough vegetables is part of the guideline “Eat a variety of foods.” But no single food provides all of the nutrients you need for good health.

Avoid fast foods. Any food can fit into a diet that matches the dietary guidelines. However, many fast foods are high in calories, fat, sugars, and/or sodium.

## EVALUATION/MODIFICATION:

Refer students to the end of the work sheet, and ask them to complete the sentence: “Here’s how I’ll eat smart....”

## RESOURCE:

Adapted from: United States Department of Agriculture. (1992, December). Dietary Guidelines and Your Health.

# ***TODAY'S CHOICE***

**OBJECTIVE:**

To make wise food choices using the pattern for daily food choices based on the Food Guide Pyramid.

**LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- "A Pattern for Daily Food Choices" handout (see Grade 7 Handout Masters)
- "Today's Choice" work sheet (see Grade 7 Handout Masters)

**INFORMATION:**

The Food Guide Pyramid is the most up-to-date food guide available and the only one that is currently approved by the Department of Health and Human Services and the Department of Agriculture. It should be used as a basic tool in all health and nutrition education programs.

The purpose, objectives, and underlying philosophy of the Food Guide Pyramid are different from that of the "Basic Four Food Groups." The latter was designed to teach nutrient adequacy to help guard against deficiencies. However, today in the U.S., many of our top health concerns, such as obesity and heart disease, are at least partially the result of nutrient excesses. The Food Guide Pyramid addresses the total diet, taking into account over nutrition as well as under nutrition. The Food Guide Pyramid was designed to augment the "Dietary Guidelines for Americans." It also supports the concepts of variety, moderation, and proportionality.

Variety means consuming different foods from, among, and within food groups.

Moderation means consuming fats and added sugars sparingly and limiting consumption of foods high in fat and added sugars.

Proportionality means eating different amounts of foods from each food group. All food groups are important, but more food should be consumed from some groups than from others. Because the grain group has the most recommended servings does not mean it is the most important group. All food groups are necessary in order to provide a healthy diet.

## **CLASS ARRANGEMENT:**

Individual/small group.

## **INSTRUCTIONAL STRATEGIES:**

1. Discuss the following statements about nutrition:
  - Our bodies need nutrients and calories to function.
  - We can make choices regarding what we eat that will help us maintain good health.
2. Distribute and review the “A Pattern for Daily Food Choices” handout. This is adapted from the Food Guide Pyramid.
3. Distribute the “Today’s Choice” work sheet. Review the instructions with the students, and plan an example of a breakfast menu. (This can be done individually or in small groups.)
4. Have students share their menus with the class. Discuss if the menu is nutritious and if it includes a variety of foods.

## **EVALUATION/MODIFICATION:**

To determine the amount of variety in the menu, have students count the number of different foods. The same food in different forms—such as apple and applesauce or an orange and orange juice—counts as one type of food. This will give the students an opportunity to apply the concept of variety. The total number of foods in each student’s menu could then be compared with the rest of the class to determine the range of variety.

## **RESOURCE:**

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education.

# ***EXPLORING VALUES***

**OBJECTIVE:**

To help students explore their values about food choices.

**LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

“Exploring Values About Food Choices” work sheet (see Grade 7 Handout Masters).

**INFORMATION:**

People make food choices based on values they hold about food. All things being equal, two people may choose different food items because they hold different values about food; or they may select the same food item but for different reasons or values. Regardless of the food choices we make, decisions are usually based on the values we hold about food.

**CLASS ARRANGEMENT:**

Individual.

**INSTRUCTIONAL STRATEGIES:**

1. Distribute the work sheet “Exploring Values About Food Choices.” Ask students to think back over the last few days about food items they chose to eat. Have a few students share some of their choices. Then instruct the students to list foods they chose on their work sheet.
2. Encourage the students to respond orally with the reasons they think that they or people in general choose certain food items to eat or to prepare for others to eat. Write their reasons on the chalkboard under the heading “Reasons for Choosing Food.” Your completed list will probably include reasons such as: taste, nutritional value, ease of preparation, time of day, new food experience, size, temperature, ingredients, opinion of others, etc.

3. Instruct students to transfer the “reasons for choosing” from the chalkboard to the diagonal spaces on the work sheet. They are to take one food at a time and rate its importance under each item under “Reasons for Choosing Food” in their food selection according to the following scale:  
  
0 = not important  
1 = somewhat important  
2 = important  
3 = very important
4. Ask students to add the numbers in the vertical columns for each item under “Reasons for Choosing Food” and to place that number at the bottom of the grid.
5. Direct students to replace the words “reasons for” at the top of the grid and write the words “values about” in their place. Explain that the reasons for choosing food are really values that they have about making food choices. Inform them that one way to look at the importance of these reasons or values is to analyze the number of points totaled for each at the bottom of the grid. The higher the total, the greater the importance of that value on their food choices.
6. Have the students make a value statement by completing the statement at the bottom of the work sheet “One of my values about food is its \_\_\_\_\_.” Ask several students to volunteer to read aloud their sentences. Compare the similarities and differences in values and foods chosen. Ask what conclusions they could draw from the values that were shared.

## **EVALUATION/MODIFICATION:**

Have students interview a family member to determine what values he/she uses to choose food and compare that with their own values.

## **RESOURCE:**

Adapted from: California State Department of Education. (1994). Choose Well, Be Well.



Grade

7

LEVEL:

*SECONDARY*

# ***AVOID MIDMORNING SLUMP***

## **OBJECTIVE:**

To recognize the effects of food on health and appearance.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

"Avoid Midmorning Slump" work sheet and "Breakfast Menus" work sheet (see Grade 7 Handout Masters).

## **INFORMATION:**

Breakfast means "breaking the fast." A fast is when the body has been deprived of food for a prolonged period of time such as overnight. During a fast, the blood glucose levels which provide fuel for the body are reduced. Breakfast supplies the necessary nutrients to raise the blood glucose levels after a fasting period.

When breakfast is skipped, one-fourth to one-third of the nutrients needed for health are missing from the diet. Without these nutrients alertness is reduced, work output decreases, and reactions are slower. Skipping breakfasts can result in headaches, stomach cramps, and irritability. Attitudes and academic achievement are affected by breakfast because the brain needs glucose to function.

## **CLASS ARRANGEMENT:**

Individual/small groups.

## **SKILL NEEDED:**

It is helpful for the students to be familiar with "A Pattern for Daily Food Choices" (see Grade 7 Handout Masters for the *Today's Choice* lesson plan).

## **INSTRUCTIONAL STRATEGIES:**

1. Distribute and review the work sheet “Avoid Midmorning Slump” with the students. After completion, review the answers with the class. (This could also be completed in small groups.)

2. Present the following information to the class:

It is recommended that breakfast should contribute to the individual's daily requirement of both calories and nutrients. This means that the breakfast should include one serving from each of these food groups:

- vegetables
- fruits
- milk, yogurt, and cheese
- breads, cereals, rice, and pasta
- meat, poultry, fish, dry beans and peas, eggs, nuts, and seeds. (Most Americans include enough meat in the lunch and dinner meals, so a meat would not be required for breakfast.)

3. Distribute the work sheet “Breakfast Menus,” and have students analyze the menus on the work sheet. Determine if each menu contains the correct number of servings from each food group. Answer the questions for each menu.
4. Divide the class into groups of four or five students. Instruct each group to plan three breakfast menus and to include one serving from each food group. Remind students that any food, whether it is a traditional breakfast food or not, is acceptable for breakfasts; it simply depends on an individual's preferences.

## **EVALUATION/MODIFICATION:**

Have each student plan a breakfast menu they would eat that incorporates the basic requirements to prevent midmorning slump.

## **RESOURCE:**

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility: Nutrition Education.

# ***FOOD-BORNE ILLNESS ORGANISMS***

**OBJECTIVE:**

To identify the types of microorganisms and the factors involved in preventing food-borne illness.

**LIFE SKILL:**

To promote proper nutrition as a part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- overhead projector
  - “Types of Microorganisms” and “Microorganism Search” handouts (see Grade 7 Handout Masters)
- (Optional: Microscopes set up with samples of each organism)

**INFORMATION:**

Microorganisms are tiny living cells that can be seen only with a microscope and are everywhere—in the body, in the soil, in the water, and in the air. The four types of microorganisms that affect food are bacteria, viruses, yeast, and molds.

**CLASSROOM ARRANGEMENT:**

(Optional: Microscopes set up in the classroom with samples of each organism so that students can progress smoothly from one sample to the next.)

**INSTRUCTIONAL STRATEGIES:**

Distribute and review the handout “Types of Microorganisms.”

**EVALUATION/MODIFICATION:**

Distribute handout “Microorganism Search” for the students’ completion. Review the answers.

**RESOURCE:**

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education.



# ***EMOTIONS AND EATING HABITS***

**OBJECTIVE:**

To make wise food choices as part of self-responsibility for health and wellness.

**LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

"Emotions and Eating Habits" work sheet (see Grade 7 Handout Masters)

**INFORMATION:**

Hunger is an inborn instinct that results from deprivation of food. Appetite refers to the desire to eat and is a learned response. An individual's appetite is affected by many factors such as the use of food as a reward, the deprivation of food as a punishment, and the availability of food in the home.

One's appetite can be affected by emotions that can override the body's physical signals for a need for food. Eating can provide an individual with positive feelings such as a sense of security when meals are eaten with family or friends. Eating can also have negative feelings for some people if the following occurs such as being forced to clean up your plate. Our emotional state often triggers extreme behaviors such as overeating or not eating at all when we are upset.

**CLASS ARRANGEMENT:**

Individual.

**INSTRUCTIONAL STRATEGIES:**

1. Discuss how emotional feelings can influence an individual's eating behavior. Use the following two examples to illustrate these behaviors:

Example A. Jane gained seven pounds over the Christmas holidays and feels frustrated because none of her clothes fit. She decides to go on a reducing diet to lose the extra weight.

The following questions are to be asked orally:

What is the emotional feeling? (frustration or guilt)

What is the eating behavior? (dieting)

How are the two related? (overeating produces frustration and guilt; dieting relieves these feelings) This diet may not be the best one to follow and may not change a person's eating habits, so this situation may happen again.

Example B. John is a skilled carpenter. His mother had him repair a cabinet door in her garage. He was anxious to finish the job because his mother always thanked him by baking a lemon meringue pie, his favorite food.

The following questions are to be asked orally:

What is the emotional feeling? (anticipation)

What is the eating behavior? (Food is used as a reward for good behavior. John may eat more pie than he needs or wants.)

How are the two related? (John expects to be rewarded with food.)

Ask students to think of other examples of how emotional feelings and eating behaviors are related.

2. Distribute the work sheet "Emotions and Eating Habits." Ask students to keep a written or pictorial record of their emotions for five days. Ask them to jot down what they eat or do as a response to emotional changes. See if they can discover a pattern of eating unwisely when they are experiencing certain emotions. Stress the importance of recording entries daily to ensure correct recall.
3. Have a class discussion about healthy alternative activities to eating when our emotions cause us to indulge unwisely. Draw a web diagram with the heading "Healthy Alternatives." In the center, write "Emotional Upsets." Around the center write some alternatives as students give ideas. Examples may include: talk to a friend, walk the dog, or exercise.

## **EVALUATION/MODIFICATION:**

Have students keep another record to see if they were able to make positive changes in response to emotions rather than eating when not hungry.

## **RESOURCES:**

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education; and from California State Department of Education. (1984). Choose Well, Be Well.

# ***NUTRITION FACTS***

**OBJECTIVE:**

To use the food label "Nutrition Facts" in making decisions about food.

**LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

"Nutrition Facts" handout (see Grade 7 Handout Masters); food labels from packaged foods, especially beverages.

**INFORMATION:**

As of May 1994, most packaged foods carry a full listing of "nutrition facts." Labeling will remain voluntary for fresh produce, as well as single-ingredient raw meat products. Many grocery stores already display point-of-purchase nutrition facts for these items.

The new format has nutrient listings that reflect current health concerns such as fat, fiber, and sugars. Serving sizes are standardized, making it easier to compare two different brands of the same product.

The "Daily Values" on the bottom half of the label are based on 2,000 and 2,500 calorie diets. The values listed reflect those that are currently suggested. Remember, if an individual needs more or less than these amounts, the personal daily value will need to be adjusted.

The "% Daily Values" make it easier to judge the nutritional quality of a food. For example, if a food has 25 percent of the daily value for fiber, it means the product will give you a substantial portion of the recommended amount of fiber for one day. These values reflect the 2,000 calorie diet listed on the bottom of the label.

Descriptors now have to meet legal definitions. Some examples include:

Fat free: Less than 0.5 grams of fat per serving

Low fat: 3 grams of fat or less per serving

Light: One-third less calories or no more than one-half of the higher calorie, higher fat version; or no more than one-half of the higher sodium version.

Several health claims linking certain nutrients to reduced risk of cancer and other diseases have been approved. To make a health claim about blood pressure and sodium, the food must be low in sodium.

A food may not make a health claim for one nutrient if it contains other nutrients that undermine health benefits. For example, a high fiber, but high fat jelly doughnut cannot carry a health claim.

## **CLASS ARRANGEMENT:**

Individual/small groups.

## **INSTRUCTIONAL STRATEGIES:**

1. Distribute the "Nutrition Facts" handout and review the format with the students. Ask them to locate information on the label.
2. Line up six to ten beverages (including milk, soft drinks, fruit drinks, and powdered drink mixes). Have one student come up and arrange the beverages by price. Have other students in sequence rearrange the beverages by the following criteria:
  - price per ounce
  - percent juice
  - calories
  - protein
  - percent of vitamin C
  - percent of calcium

Based on this information have each student (or small group) describe which beverage they would purchase and why.

## **EVALUATION/MODIFICATION:**

Give students more labels to use for practice of making selections based on specific criteria such as low fat or high iron content.

## **RESOURCE:**

Adapted from: Rosemont, IL: National Dairy Council, 1993.



# WATERWORKS

**OBJECTIVE:**

To recognize the importance of water in body functions and its special need when exercising.

**LIFE SKILLS:**

To promote proper nutrition as a part of a healthy lifestyle; and to promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- "What You Need to Know About Fluid" handout (see Grade 7 Handout Masters)
- A selection from the following materials: paints and brushes, magazines, scissors, glue, crayons, markers, poster board and/or butcher paper, etc.
- Old clothes, if necessary, and drop cloths or newspapers

**INFORMATION:**

Body fluids are important for good health. The body needs water! Fifty to 75 percent of body weight is made up of water. Water performs the following functions in the body:

- major portion of the blood
- transports nutrients to body cells
- lubricates joints
- regulates body temperature (perspiration) Note: If you sweat heavily and lose too much fluid, you reduce your ability to provide adequate circulation to both the muscles and body surface. This not only hurts your performance but also can endanger your health.
- rids the body of waste (excretion of urine)
- aids in digestion

Water participates in many chemical reactions in the body. Water acts as a shock absorber inside the eyes, spinal cord, and around the fetus in the womb.

The thirst mechanism helps to prevent dehydration. Dehydration can lead to death. To determine whether enough water has been consumed, keep track of the amount of urine (frequent urination throughout day and in significant quantity) and color of urine (clear, not a dark lemonade color).

The body can survive only a few days without water. Juice, soft drinks, watery foods, such as soup, oranges, lettuce, yogurt, and melon all have high water content and help add to the total body fluid content.

When exercising, a person should drink water before, during, and after the activity. Two to three cups of fluid should be consumed several hours before exercise. Fifteen minutes before exercise, one to one and a half cups of fluid should be consumed and during exercise a half cup every 10-15 minutes. After exercise the athlete should drink two cups of fluid for every pound lost (he or she may want to weigh before and after exercise to see how many pounds of water was lost). A weight loss of water between 5 percent and 10 percent of body weight is dangerous dehydration!

## **CLASS ARRANGEMENT:**

Groups.

## **SKILLS NEEDED:**

Research and library skills, if additional information is needed; group interaction and communication skills (team work).

## **INSTRUCTIONAL STRATEGIES:**

1. Discuss why it is important for a person to drink water. Write the answers on the board. Circle all of the body functions, true statements, etc., and add and circle any remaining important factors that were not mentioned.
2. Distribute and review the "What You Need to Know About Fluid" handout.

## **EVALUATION/MODIFICATION:**

1. Have the students divide into groups. Size will depend on the number of topics selected by the teacher or students. Explain to the students they will create mural posters that relate to water for display in the school for the education of other students.
2. Floor space should be made so groups can work on projects. Drop cloths or newspapers can be distributed to protect the floor, if needed.
3. Each group should be given a specific topic relating to water for their particular poster. For example, several topics could be: "Exercise your water knowledge," "Water the human garden for health," "Water sources other than water," "My body works because of water," etc. Encourage the students to make up their own poster topics before they start and title their posters when complete. It is important that the information is correct so that other students can learn from them. Students should try to hang the posters in various locations in the school. An example would be "Exercise your water knowledge" located near the gym.

## **RESOURCES:**

Adapted from: Texas Educational Agency. (1992). Education for Self-Responsibility IV: Nutrition Education; from National Dairy Council. (1994). Food Power: A Coach's Guide to Improving Performance (2nd Ed.); from Missouri Department of Health Nutrition Education and Training Program. (1993). Sports Nutrition; and from Nutrition for Life: Grades 7 and 8. Cornell University, 1987.

Grade

7

**LEVEL:**  
**SECONDARY**

# ***THE ART OF COOPERATION***

## **OBJECTIVE:**

To teach the class the importance of cooperation and teamwork.

## **LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Any equipment available for use in a challenge course (an obstacle course that requires getting an entire team through it) such as gymnastic equipment, chairs, ropes, scooters, hula hoops, mats or anything else that can be used to build a course.

## **INFORMATION:**

We live in a very competitive society, and we are taught through sports, academics, and business that we have to be competitive to be "Number 1." However, in relationships, group projects, and committees, competition may destroy rather than facilitate. Instead of using a blanket statement that competition is bad (which, in many cases, it is not), redefining competition as competition against a task rather than competition against one another can be useful. Working as a team to accomplish a goal is competition but it is positive competition against the task rather than negative competition within the group.

## **CLASS ARRANGEMENT:**

Entire gym should be set up as a challenge course. There can be more than one group on the course at one time.

## **SKILLS NEEDED:**

Safety skills and other rules the instructor deems necessary for the safety of the class.

## **INSTRUCTIONAL STRATEGIES:**

1. Set up a course using different apparatus to create a series of challenges the group must get through. The course should be set up so that if a person touches the floor (except for designated areas) then the entire group fails the task and must go to the beginning of the course. It should be designed to make it difficult for a team to make it all the way through the series of challenges.
2. Discuss the importance of teamwork and cooperation (each challenge should require some type of team effort to accomplish).
3. Describe these few objectives: The entire team must make it through the course. They will not be timed, and it is not a race against other teams. If a team fails to negotiate a challenge, then the entire team must start at the beginning of the course.
4. After several tries (this may take a few days), discuss what made the task easier versus more difficult.

## **EVALUATION/MODIFICATION:**

Leaving this course set up for a few days is helpful. Use your imagination to come up with your challenges. Some ideas are a climbing wall, getting over an imaginary river, getting over an imaginary electric fence, going through a tunnel, etc. If your resources do not allow you to construct a course, then a simple imaginary electric fence set-up would be a good replacement. Tie a rope between three volleyball standards in a triangular configuration. Have a team get in the middle of it. Their goal is to get the entire team over the fence without touching anything (including standards) or going underneath it (see New Games Book).

## **RESOURCE:**

New Games Book.

# ***FAMILY SCULPTING***

**OBJECTIVE:**

To teach students the importance of family dynamics on a person's mental health.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**INFORMATION:**

A child's family is a strong influential factor on the child's mental health. Many times the child is not cognizant of his or her family's dynamics. "Painting" a picture of a person's family or role modeling typical family behavior will help in bringing out the structure of the family. These activities also help the child in understanding the importance of relationships and how each person in a relationship affects the other.

**CLASS ARRANGEMENT:**

Allow the child to use anything in the class as a prop.

**INSTRUCTIONAL STRATEGIES:**

1. Ask for a volunteer to "sculpt" his or her family. Have other classmates act as family members.
2. The goal of this exercise is for the volunteer (artist) to create a sculpture of his or her family as the student sees his or her family.
3. The family members (i.e., other students) are to act like statues. The artist shapes a statue, then that person is to remain in that position. For example, if the artist has a statue point his finger down with a frown on his face, then this person has to remain this way (just like clay).
4. When all of the "molding" is done, then the artist has to become part of the picture.
5. After this is complete, have the artist discuss why they molded the statues the way s/he did.

6. Correlate these images with how s/he views other relationships. Things to look for: Is the person distanced from the family? Does one parent look threatening? Do they have smiles or frowns? Are they in close proximity or far apart?

## **EVALUATION/MODIFICATION:**

Look for any signs of serious family problems. For instance, is the father standing there with a fist or is the artist child very distant from the family? If you see something like this, consult with the school counselor about possible problems. Most students will have an enjoyable time doing this exercise, and it can be very thought-provoking.

Also, this is a good place to discuss gender roles. Is the mother in the kitchen working and the father sitting, watching TV? These images can be discussed for the purpose of where we learn our gender roles.

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. <sup>TM</sup> Blacklick: Meeks Heit Publishing Company, Inc.

# ***WHAT DO I HAVE TO BE AFRAID OF?***

**OBJECTIVE:**

To teach students to deal with fears in their lives.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- chalkboard or newsprint
- markers

**INFORMATION:**

Fears can be real or imagined, and the purpose of this lesson is not to convince students that fears are “silly” or “imagined” but to learn how to deal with fears that exist in our minds (for example, the monster in the closet is as real to a child as is the notion). It is how we deal with the fears that make them debilitating or managed. The events that make fears unmanageable are based on the person’s self-esteem, confidence, and sense of control over the environment. An adolescent who has low self-esteem will be more fearful of what others will think and, more times than not, what others think gets blown out of proportion to what the adolescent contrives in his or her mind. Phobias are conceived in a person’s mind based on false beliefs, feelings of no control and self-esteem issues.

**CLASS ARRANGEMENT:**

Individual.

**INSTRUCTIONAL STRATEGIES:**

1. Brainstorm and list on the board things that cause fear in individuals in the class. Accept real and/or imagined fears, but be cautious of those ideas from students who are merely trying to be funny.

2. Discuss the following steps in dealing with fear:
  - Acknowledge to yourself that you are feeling afraid.
  - Figure out exactly what you are afraid of, thinking about all possibilities. There may be more than one possible cause.
  - Figure out if the fear is real or imagined. If it is real, take appropriate steps to take control of the situation (i.e., leaving the area, reporting to someone, being more cautious). If there is no concrete reason for your fear, use your thinking to overcome your feeling of the situation (e.g., I know I won't die if I give this speech in front of people, and I know that I may not be afraid—just nervous—which is normal for everyone). Talk with someone about your fear.
3. Role play fearful situations that are relevant to students. Have students discuss ways they control their fears, and discuss the rationality or irrationality of the fears that are mentioned.

## **EVALUATION/MODIFICATION:**

It may be helpful to start the discussion by listing one or two of your own fears on the board first. Stress to the class that feeling afraid is normal and not a sign of weakness. More often than not, feeling afraid is a positive feeling because it elicits caution and helps with decision making.

## **RESOURCE:**

Goldstein, A. P., Sprafkin, R. P., Gershaw J., & Klein, P. (1980). Skillstreaming the Adolescent. Champaign, IL: Research Press Comp.



# ***TO BE TEASED OR NOT TO BE TEASED***

**OBJECTIVE:**

To teach students the effects of teasing and the skills to handle teasing.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- notebook paper
- pens

**INFORMATION:**

Teasing is common among people, especially youth. Some teasing can be very cruel and mean-spirited if done to consciously degrade someone. While some teasing occurs between friends as friendly banter, adolescents many times will tease not knowing the consequences that occur. Many times, when a person gets teased and feels bad about it, s/he will tease someone else to get the attention diverted from themselves. It is common for a person that feels bad about him/herself to bring someone else down to that level by teasing and “putting down” others. Teasing can be harmful to people, but if taken in the right light, teasing will not last or may be beneficial in gaining new friends.

**INSTRUCTIONAL STRATEGIES:**

1. Have a discussion on how one knows that one is being teased.
2. Discuss the difference between harmful teasing and playful teasing. Is there a difference to all people?
3. Brainstorm ways to deal with teasing (e.g., accept it and laugh with it, try not to take it seriously, tease self, ignore it).

4. Discuss negative ways to deal with teasing (e.g., tease others, get angry and fight back, get defensive, feel rejected, etc.).
5. Have students write down a plan of action to take when confronted with teasing. Have them hand in no more than one page. Comment on each plan, and return to the students to keep.
6. Have students use the plan of action and report to the class what transpired when their plan of action was taken.

## **EVALUATION/MODIFICATION:**

This plan will need to take place over a few weeks. Do the discussion on one day and have a follow-up two to three weeks later to discuss how the plans worked. Be observant of a child who seems to have a difficult time discussing this topic. S/He may be a product of continual teasing or has personal issues that make being teased difficult to deal with. In this case, consult with the school counselor or sit down with the child, one on one, and have them talk about what is happening.

# ***How to Turn Failure into a Success***

**OBJECTIVE:**

To teach students how to deal with failures in their lives.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**INFORMATION:**

As an old axiom states, "We can all learn from our mistakes." In reality, many people have a difficult time learning from their mistakes. For many reasons, some people will not accept the responsibility for failure and will put the blame on someone else. Taking responsibility for one's own actions is difficult for many people because when a mistake is made, admitting to it is construed as being weak, and admitting this in our competitive society is "socially" frowned upon. People then get into a vicious circle where they blame others for their troubles and do not learn from their mistakes. This creates more mistakes and more failures. To break this cycle one has to admit to making a mistake and to figure out what was done incorrectly or what wasn't done at all. It then is easier to correct the mistake and to learn from the failure.

**SKILLS NEEDED:**

The ability to objectively look at one's own self and efforts in accomplishing tasks.

**INSTRUCTIONAL STRATEGIES:**

1. Define failure. What is failure? How do we know when we failed? What type of failure was it (academic, athletic, interpersonal)? How important is the failure in your life?
2. Brainstorm why people fail at things (e.g., lack of effort, not properly prepared, bad luck, skill, etc.).
3. Discuss what you could have done that would have corrected the mistake or failure

4. What could you have controlled (for example, increased effort, more practice, studied longer, asked for help, etc.)?
5. Discuss a plan of action for the next time the same situation happens.

### **EVALUATION/MODIFICATION:**

It is important to stress effort and motivation. If one does not put out much effort, then change does not occur or occurs very slowly (depending on the effort put out). Motivation to change is also important. If a person does not care about the constant failures, change will not occur.

This exercise can be applied very successfully to dealing with peer pressure.

# GOAL SETTING

**OBJECTIVE:**

To teach students how to set goals and the importance of goals for self-fulfillment.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- video tape of the movie “Rudy” about a young man who made the Notre Dame football team despite the odds against him
- VCR and television

**INFORMATION:**

Setting goals helps in programming our actions to reach goals. Consciously and unconsciously we make decisions, react, and act based on the goals we set for ourselves. A person who sets no goals will not have any guidance of purpose in life or any standards on which to base decisions. Therefore, setting goals is important to stay on track and to have a meaningful life. Setting goals can range from short-term goals of “I’m going to finish my homework before dinner” to long-range goals of “I’m going to attend college and become an accountant.” Goals can be made in all areas of life: interpersonally, professionally, academically, athletically, or financially. The one common trait of goal setting is to give direction and meaning in life. A person who has meaning is a person who feels worthy, has a higher self-esteem, and is more confident.

**CLASS ARRANGEMENT:**

Group setting.

**INSTRUCTIONAL STRATEGIES:**

1. Discuss goal setting and what types of goals are realistic. Distinguish between short-term and long-term goals. Short-term goals should be steps to long-term goals.
2. Show the movie “Rudy” and discuss afterwards the goals he set for himself and what he had to do to accomplish his goals. Discuss how his goals were achievable and realistic (i.e., he wanted to make the team, not be the star player).

## **EVALUATION/MODIFICATION:**

This plan will probably take at least three hours (three to four class periods), so plan accordingly. This plan can also incorporate other academic areas. This would be a great “bad weather” assignment, and the movie can be shown to the entire school. Other movies can be used such as “Rocky,” “The Dennis Byrd Story,” or any movie that depicts the main character as setting goals for him/herself and taking steps to accomplish these goals. It is important to have the class view the movie because visual processing of an abstract concept is a strong learner reinforcement.

# ***IDENTITY FORMATION AND VALUE CLARIFICATION***

**OBJECTIVES:**

To help students form their own identities and also help them define their value systems.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom and entire school.

**EQUIPMENT/MATERIALS:**

- paper
- clipboards
- pens or pencils

**INFORMATION:**

One of the main features of adolescence is the formation of an identity. Youth at this stage begin to group themselves based on current likes and dislikes, interests, activities, and location. Some youth will join groups for rebellious reasons (also common at this age) or because their relationships with their families are so poor that they take an extreme stance away from family. Many times adults will try to force or coerce their children away from certain groups, which actually makes the youth strengthen his/her resolve in continuing with the group.

Value clarification goes hand-in-hand with identity formation because values create the group's dynamics and cohesiveness. The typical groups found in most schools are, "cowboys," "brains or nerds," "jocks" (athletes), "druggies" (gangsters, gang bangers, freaks, etc.), and "preppies." When a youngster doesn't fit with any group, s/he may seem to be drawn to the "druggies" group because this group of kids tend to want to bring people "down to their level" instead of the group members "coming up to a higher level" (more achievement oriented).

**SKILLS NEEDED:**

- writing skills
- observational skills

## **INSTRUCTIONAL STRATEGIES:**

1. Discuss what values are, and which values are important to the class. What do people base their values on? What do they (the students) base their values on?
2. Write values on the board (accept all suggestions even though some of the values are negative).
3. Have students do an anthropological study of different groups existing in the school. Form teams of two to three people to go out and observe an assigned group. The researchers can ask group questions in an interview format or just observe a group and write down specifics that are unique to the particular group.
4. Report observations to the class. Each team needs to list the pluses and minuses of what each group has to offer a person (e.g., image, drugs, special privileges, etc.).
5. Discuss what each group has to offer and how the group conflicts or agrees with each individual's value system.

## **EVALUATION/MODIFICATION:**

This assignment can be given in one class period and discussed one week later. Writing up findings can be useful to further strengthen the academic component. Doing library research on these different cultures can also be incorporated. If your school does not have different subcultures because of size, library research may be a desirable alternative. If your school is close to a larger town, going to a mall or a common place where teens "hang out" would work. Contacting a teacher in a larger community could also be helpful. The students in the larger school can send their observations to a smaller school for discussion.



# ***RESPONSIBILITIES OF CHILD CARE***

**OBJECTIVE:**

To explore the responsibilities of being a baby sitter or child care provider.

**LIFE SKILL:**

To promote personal, family, and community safety as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- doll
- baby blanket

**INFORMATION:**

Many youth of this age serve as baby sitters or child care providers to other families in the community as well as to their own family (siblings). Some youth seem to have a good sense of the responsibilities needed to provide good supervision, while others seem to lack common sense. The purpose of the lesson plan is to increase awareness of safety concerns and responsibilities needed when serving as a baby sitter.

**CLASS ARRANGEMENT:**

Small group or individual.

**INSTRUCTIONAL STRATEGIES:**

1. Have the class brainstorm a list of qualities of a good child care provider. Since boys may also be providers, be sure to promote their participation.
2. For a homework assignment ask students to write a scenario of a “risky” child care situation. If the student so desires, it can be a real situation that they experienced.
3. Review the scenarios. Select about six scenarios to be utilized for class discussion. Divide the class into groups, and give each group a copy of one of the scenarios.

4. Ask the students to read the scenario and discuss what they would do to solve the problem.
5. Have small groups share their decisions with the whole class.

## **EVALUATION/MODIFICATION:**

Have teens who are 16 or older come and speak to the class about their experiences serving as a baby sitter. Ask them to highlight safety issues they have experienced when serving as a sitter.

## **RESOURCES:**

- The American Red Cross has a nationally approved curriculum to offer training for youngsters to learn how to be baby sitters. Contact your local Red Cross chapter and urge them to offer the training in your community.
- Child Care Resource and Referral agencies in your local community have materials on improving child care and may be available as a guest speaker or to provide materials for your class to highlight how to improve the quality of care giving.
- The 4-H organization has curriculum and program guides for training as a baby sitter. Contact your county extension agent.

# ***FAMILY HISTORY: WHAT'S FOR DINNER***

**OBJECTIVE:**

To gain insight into similarities and differences in family identity, traditions, and customs through the food we choose to prepare and serve.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom or cafeteria.

**EQUIPMENT/MATERIALS:**

If serving food, plates, silverware, napkins, and serving utensils will be needed.

**INFORMATION:**

Family traditions and customs help give families identity. Traditions and customs often have a religious, ethnic, or cultural basis. Thus, families are teaching or socializing their members through both the common experiences and the celebration of holidays. Students need to become aware of the differences in families and gain insight into the reasons behind those differences.

**CLASS ARRANGEMENT:**

Serving table may be required.

**INSTRUCTIONAL STRATEGIES:**

1. Select a particular event, such as the celebration of a birthday or particular holiday (i.e., Fourth of July), for a focus.
2. Ask the students to describe particular foods that they associate with celebrations; students may do this in small groups or with the entire class. Ask them to describe particular family members who may prepare these dishes or certain china or serving pieces associated with the food. For example, someone may recall fresh picked strawberries set in a crystal bowl as part of the celebration of summer birthdays.

3. Discuss the similarities and differences in how the same event is celebrated in different families.
4. The class could actually cook the items and have a potluck. For example, to end the school year students could prepare family recipes that are part of their recollection of summer.

### **EVALUATION/MODIFICATION:**

This activity can be done in a variety of ways: verbally through small group discussion, class discussion, written through essays, and by serving food in a potluck format.

### **RESOURCE:**

Weitzman, D. (1975). My BackYard History Book. Boston: Little Brown and Company.

# ***MAKING AND KEEPING FRIENDS***

**OBJECTIVE:**

To explore how peer pressure affects friendship.

**LIFE SKILL:**

To promote personal, family, and community safety as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**INFORMATION:**

The value and need of friendships are important parts of the school experience. Sometimes students need opportunities to practice the skills of making and maintaining friends as well as to see the need and importance of friendship.

**CLASS ARRANGEMENT:**

Small groups and individual.

**INSTRUCTIONAL STRATEGIES:**

1. In small groups list ways to make friends. Discuss why we need to make friends and why it is sometimes hard to make friends. How does peer pressure affect friendship?
2. List ways to keep friends. Why is keeping friends important?
3. Have small groups share their discussions with the total class.

**EVALUATION/MODIFICATION:**

This activity may be a good way to begin the new year and have the activity repeated throughout the school year.

The Making and Keeping of Friends could be repeated as the need arises to support self-esteem needs of class members.

**RESOURCES:**

Books of quotations that have sections on friendships may help support this lesson plan. A bulletin board or class newsletter could contain quotes that say “Friends are . . . ” to spark discussion and interest in friendship.

# ***NONVERBAL COMMUNICATION***

**OBJECTIVE:**

To become aware of how nonverbal communication affects communication.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**INFORMATION:**

Activities to describe and experience how nonverbal communication affects communication can be a good way to begin the school year. Learning about how we affect one another intentionally (planned) and unintentionally (unplanned) can be part of creating a learning environment in the classroom.

**CLASS ARRANGEMENT:**

Small group or individual.

**SKILLS NEEDED:**

Listening.

**INSTRUCTIONAL STRATEGIES:**

1. Review forms of nonverbal communication: gestures, eye contact, movement, and breathing patterns. Provide examples for students.
2. Develop a list of statements independently or with students which may be open to a range of interpretation such as "I really like her." Divide the class into groups and give each group a handout, listing the statements or common phrases.

3. Have each student in the group read the statement from the handout. For example, the statement “Yes, I know her. I ride the bus with her,” can be read with not only variations in intonation of voice, but nonverbal expression as well. Each reading of the phrase may thus carry a different response.
4. Have small groups comment on how each person also communicated with nonverbal as well as verbal signals.

### **EVALUATION/MODIFICATION:**

Class members can be asked to reflect on occurrences when their nonverbal expressions did not match their verbal expressions. Students can then discuss the event verbally or write an assignment.

### **RESOURCES:**

Contact a local theater group or acting class in your high school or local college to come to the class and demonstrate nonverbal communication.



# ***ADVERTISING AND You***

**OBJECTIVE:**

To analyze advertising and the effect an ad has on the consumer.

**LIFE SKILL:**

To promote personal, family, and community safety as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

Old magazines, newspapers, pamphlets, "Advertising and You" work sheet (see Grade 7 Handout Masters).

**INFORMATION:**

Activities to help students recognize the type of advertising appeal the advertiser uses to sell products form the basis of this lesson. Students need to become aware of the role of advertising in the decision process. Decisions also need to be viewed in the level of perceived importance. For example, when deciding whether to purchase a particular acne cleanser, VCR, or vehicle, the same principles apply.

**CLASS ARRANGEMENT:**

Small group or individual.

**INSTRUCTIONAL STRATEGIES:**

1. Have students select an ad from a magazine or newspaper that appeals to them.
2. Have students complete the work sheet. The work sheet could be an in-class activity for individuals or small groups, or it can be a homework activity.
3. Discuss as a class specific questions from the work sheet (i.e., #5 How does this ad try to get your attention?). Discuss how and why advertising targets certain age groups and segments of the population.

## **EVALUATION/MODIFICATION:**

Name three different groups of people who buy products. Find at least five ads from newspapers or magazines that appeal to each group. Make a bulletin board, booklet, or poster showing the three market groups and the ads that might appeal to them.

## **RESOURCE:**

Adapted from: Consult the Colorado Core Curriculum "Life Management" produced by and for the Colorado Community College and Occupational Education System and Colorado State University.

# ***PHYSIOLOGICAL CHANGES AND YOU***

**OBJECTIVE:**

To learn that physiological changes are normal and predictable as one approaches sexual maturity.

**LIFE SKILL:**

To promote personal, family, and community safety as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

- overheads
- charts
- videos on reproduction

**INFORMATION:**

Human sexuality, including reproduction and sex drive, are natural functions of living. It is important to understand how normal sexual feelings can be understood and expressed appropriately. Discussion may include recognizing possible difficulties to be encountered as the physiological changes take place.

**INSTRUCTIONAL STRATEGIES:**

1. Identify the endocrine glands which stimulate reproductive capacity and the development of secondary sex characteristics. Have students list and label the various endocrine glands and resulting changes.
2. Identify the parts and functions of the male and female reproductive systems. Label the parts of the reproduction system and explain the functions of each part.
3. Recognize the possible difficulties to be encountered as physiological changes take place. In small groups, perhaps with high school students to assist as leaders, discuss the problems of physiological changes. Role play scenarios, and discuss what you do if . . . and when.

4. Describe how normal sexual feelings can be understood and expressed appropriately, including controlling sex drive.

### **EVALUATION/MODIFICATION:**

The activities listed could occur over time; for example, daily activities for a week or once a week for a month. Often with content as value-laden and sensitive as sexuality, students need reflection time between lessons. Providing additional time may lead to an increase in the number of questions as well as an increase in the depth of discussion.

### **RESOURCE:**

The activities presented were adapted from the Family Life Education Curriculum of the State of Nebraska.

# ***VOCABULARY BUILDING:*** ***FEELINGS ARE . . .***

**OBJECTIVE:**

To develop a vocabulary to say how we feel.

**LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

Construction paper or chalkboard; "Feeling Words" for teacher's use (see Grade 7 Handout Masters).

**INFORMATION:**

Students often have a limited vocabulary to say how they feel: happy, sad, or mad often seem the range. This activity will heighten their awareness of their feelings, give them new words to express those feelings, and provide the opportunity to discuss how to express their feelings.

**INSTRUCTIONAL STRATEGIES:**

1. Every week put up a "Word for the Week" on the chalkboard or on a piece of construction paper on the bulletin board.
2. Learn about the word: pronounce it for and with the students, give a definition, give examples of the word with anecdotes.
3. Throughout the week the teacher and class are aware of the "new word" and work to utilize it. For example, use statements such as "I bet that made you feel . . ." Also, during reading of assignments or class discussion, recognition of and utilization of the word could occur.
4. Ask students to share verbally in small groups or to write stories about themselves and the word that expresses the feeling. Caution must be exercised so as not to place the students in a situation where they feel uncomfortable sharing the information. Thus, the option to pass or complete an alternative assignment may be necessary.

## **EVALUATION/MODIFICATION:**

The radio program featured on Public Radio, “Chrysti the Wordsmith,” often has interesting insights into how and why the words we use today evolved. Students could be asked to listen to a program and write a response as to changes in the word from history to the present.

# ***PEER PRESSURE RELAY***

**OBJECTIVE:**

To review a variety of ways to refuse peer pressure.

**LIFE SKILL:**

To promote personal, family and community safety as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

Newsprint, markers, classroom ground rules, "Guidelines for Leading Role Plays" (see Grade 7 Handout Masters).

**INFORMATION:**

Prevention skills can be demonstrated in many ways. In this lesson, risk refusal skills are employed through the role playing medium. Students find it difficult to refuse their peers in most situations; role playing offers the opportunity to practice refusal skills for potentially risky situations in an environment that is secure.

**CLASS ARRANGEMENT:**

Large group.

**SKILLS NEEDED:**

Knowledge of classroom ground rules.

**INSTRUCTIONAL STRATEGIES:**

1. Have the students brainstorm a variety of ways to refuse peer pressure, e.g., saying "no," suggesting something else, making an excuse, walking away. List the ideas on newsprint.
2. The students should brainstorm a list of trouble situations that a peer or an older person may try to talk them into doing. List the ideas on newsprint.

3. Set up a relay role play by asking for eight to ten volunteers to come to the front of the room. Form two lines with the students facing each other.
4. Explain that students in the line on the left will take turns pressuring the students on the right. They can use the trouble situations listed or use one of their own. The students on the right will refuse the pressure. They can use the list of ways brainstormed on the newsprint. Demonstrate with one of the students at the front of the line.
5. Begin the relay. When each pair has practiced, they go to the end of the line. Repeat the process until everyone practices twice.
6. If time allows, ask for another set of students to participate in the relay. Ask students for examples of when they have used these refusal skills in the last few weeks.

### **EVALUATION/MODIFICATION:**

If space allows, divide the class into several small groups to simultaneously conduct the relay.

### **RESOURCE:**

ETR Associates, PO Box 1830, Santa Cruz, CA 95061-1830



Grade

7

LEVEL:  
**SECONDARY**

# ***HELMETS—HEAD INJURY PREVENTION***

## **OBJECTIVE:**

To demonstrate the importance of wearing a properly fitted bicycle helmet to reduce the severity of head injuries.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

2 raw eggs, plastic bag and paper towel for cleaning, a box or bucket (12" x 12" x 6") full of styrofoam pieces, ANSI- and/or SNELL-approved bicycle helmet, "G" Force Chart handout, How to Fit Your Helmet handout (See Grade 7 Handout Masters).

## **INFORMATION:**

Scientists measure how hard something hits with "g forces." Things which hit hard have a high "g force" and have a high potential for damage. Three hundred "g's" is enough to cause permanent brain damage; five hundred "g's" can fracture the skull and cause death. The head of someone who falls from bicycle height to a concrete surface can receive a force of more than 1,800 "g's." Properly worn ANSI- and/or SNELL- approved helmets can reduce the 1,800 "g's" of bicycle falls to less than 200 "g's" which is enough for a headache, and perhaps a visit to the hospital but little, if any, permanent damage.

The average cost of a brain injury is about \$1 million for hospitalization and rehabilitation for a year. Over a victim's lifetime, this cost rises to approximately \$4.5 million in lost wages, education and retraining to be a functional adult. A SNELL- or ANSI-approved helmet costs between \$10 to \$150.

## **SKILL NEEDED:**

An understanding of “g forces,” participation in role playing.

## **TEACHING STRATEGIES:**

1. The teacher should explain that an egg simulates the human brain inside the skull (important material within a fragile shell).
2. Ask a student to decide how far from a hard surface (floor or concrete surface) he or she can drop an egg without breaking it. Let the student drop the egg from that distance (be sure to cover the surface with a waterproof barrier). The egg will break when dropped from a height of 3 inches or more.
3. Ask the student to stand on a chair, hold the other egg high, and drop it into a box full of styrofoam pieces or sand. (Be sure the box is a large enough target for the student to hit.) The egg shouldn't break.
4. Show the class a bicycle helmet. Explain that it is constructed with an inside crushable liner of styrofoam, like that in the box, which can reduce force to the head from 1,800 “g's” to less than 200 “g's.” Share “g force” chart.
5. Demonstrate correct helmet fit. Explain that for the helmet to do its job of protecting the head, it must be properly fitted and worn every time one rides a bike.

## **EVALUATION/MODIFICATION:**

Students can name other activities where they have seen people wear helmets. Students can demonstrate proper helmet fitting.

## **RESOURCES:**

Ride Safe Helmet Fit Video, 1-800-285-RIDE or contact Regional Traffic Education Trainers through the OPI.

Recreational Helmet Use for Middle School Students, HEADstrong Curriculum Guide, Denver Osteopathic Foundation, 3131 S. Vaughn Way Ste. 204, Aurora, CO 80014 (303) 338-8548.

# ***BASIC BICYCLING SKILLS***

**OBJECTIVE:**

To demonstrate the proper bicycle fit, pedaling technique and basic bicycle handling skills needed to ride safely.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area.

**EQUIPMENT/MATERIALS:**

Bicycles, helmets, tools for adjusting seats and handlebars, cones.

**INFORMATION:**

Proper frame size and adjustment of the saddle and handle bars are imperative to the comfort and safety of the bicycle rider. It is equally important that the bicycle be maintained in good mechanical condition.

Proper pedaling is a steady flow of power through the pedal circle and a smooth transfer of force from leg to leg. This is achieved by pushing forward at the top of the circle, downward at the front, backward at the bottom, and pulling upward at the back. The foot should be positioned so that it can push on the pedal as far around the circle as possible. This means heel down and toe up at the top of the circle. You actually spin the pedals as the motion is not a pushing down motion. Steady breathing is also important.

Basic skills include stopping, scanning, and the rock dodge. Perhaps no defensive riding skill and habit is both more important, yet more ignored, than scanning to the rear for traffic. The Cross study (1976) points out that 12 percent of all fatalities occur when a bicyclist makes an unexpected swerve into the path of a vehicle approaching from the rear. The bicyclists usually fail to look back before changing lane positions.

**SKILLS NEEDED:**

Ability to balance and ride a bicycle, wear a properly fitted helmet while riding.

## **TEACHING STRATEGIES:**

1. The rider should be able to straddle the top tube of the bicycle frame comfortably while standing flat-footed.
2. Sitting on the saddle, with one foot on a pedal in its lowest position, adjust the saddle height so that the leg on the pedal is nearly extended with only a slight bend at the knee.
3. Handlebar height should be slightly higher than the saddle and about a cubit (elbow to finger tip) away.
4. If the bicycle is properly adjusted, the rider's weight will be evenly distributed between the pedals, saddle, and handlebars.
5. Designate the riding area. In partner formation, one student should ride while the other observes the pedaling in a smooth and effective manner. The students should take turns.
6. Students may want to experiment changing gears; students should keep pedaling while shifting.
7. Practice controlled stopping by getting low on the bike with no skidding. Apply hand brakes evenly.
8. Practice scanning (looking back over left shoulder). Each partner should follow their rider and call out to "look back." At the command, the rider takes a long look back while maintaining a straight line of travel. Riders also practice "dodging" obstacles (bean bags) while maintaining a straight line of travel.

## **EVALUATION/MODIFICATION:**

Students understand the importance of stopping, scanning and rock dodging while maintaining their road position. Students can identify that scanning is part of the signaling process.

## **RESOURCES:**

K-5 Elementary Traffic Education Program, Ride Safe, Inc. 1-800-285-RIDE.

ROAD WARRIORS, Advanced riding techniques for young adults, DiBrito and DiBrito, 11150 Napton Way, Lolo, MT 59847, 406/273-6458.

Effective Cycling Manual, John Forester, Fifth printing, 1992, The MIT Press.  
ISBN 0-262-06088-4 (hard)  
ISBN 0-262-56026-7 (paper)

Effective Cycling Video, Seidler Productions, Regional Traffic Education Trainers **OR** University of Montana Western Film Library, 710 S. Atlantic, Dillon, MT 59725, 406/683-7541.





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Grade

7

***HANDOUT***  
***MASTERS***

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# ***STAR SEARCH***



## **DIRECTIONS:**

The following is a list of accomplishments of your classmates. Your challenge is to find out whose accomplishment is whose by asking your classmate: "I am conducting a STAR SEARCH. Have you (say one of the statements below)?" If you are correct, your classmate is to draw a star next to the statement and initial it. If you are incorrect, move on to ask another classmate. Continue until you have completed your class "Star Search."

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

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Meeks, L., Heit, P., and Page R. (1994) *Drugs, Alcohol and Tobacco: Totally Awesome Teaching Strategies*.™ Blacklick: Meeks Heit Publishing Company, Inc.

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## ***DEEP THOUGHTS***

- ✓ It takes 3000 years for a glass bottle or jar to biodegrade at a landfill.
  - ✓ It takes 500 years for an aluminum can to biodegrade at a landfill.
  - ✓ Plastic (bottles, bags, plates, containers made from polymers) does NOT biodegrade—EVER.
  - ✓ Styrofoam (polystyrene) does NOT biodegrade—EVER.
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# WHAT'S MY DISEASE?

## PART I.

	<u>Microorganism</u>	<u>Disease</u>
1.	Viruses	_____
2.	Bacteria	_____
3.	Protozoa	_____
4.	Fungi	_____
5.	Parasitic worms	_____

## PART II.

Select ONE of the diseases from your list for further research. Find a pamphlet, book, encyclopedia entry, or other source for this disease. Learn at least TEN facts about this disease. (Include facts such as, “Is it infectious?” “Who is at risk?” “How is it treated?”)

Name of disease: \_\_\_\_\_

Facts:

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
  - 8.
  - 9.
  - 10.
-

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# CHEMICALS IN CIGARETTES AND . . .

**Directions:** Write the letter of the correct common use next to the name of each chemical found in cigarettes.

## Chemicals in Cigarettes

## Common Uses

- |  |  |
|--|--|
| _____ 1. Acetone ('As-e-tone)                        | A. fuel used in torches                |
| _____ 2. Methanol ('meth-e-nall)                     | B. found in car exhaust                |
| _____ 3. Nicotine ('nik-e-tene)                      | C. used in nail polish remover         |
| _____ 4. Cyanide ('si-a-nide)                        | D. used to clean windows and bathrooms |
| _____ 5. Ammonia (a-'mo-nya)                         | E. used as antifreeze in cars          |
| _____ 6. Formaldehyde (for-'mal-de-hide)             | F. used to preserve human tissue       |
| _____ 7. Carbon monoxide<br>( 'kar-bon ma'-nok-side) | G. used as poison                      |
| _____ 8. Acetylene (a-'set-al-ene)                   | H. used as an insecticide              |
-

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NAME: \_\_\_\_\_

# **ADVERTISING AND You**

1. What is the ad telling you?
  2. What type of product is this?
  3. What is the brand name?
  4. Who is the manufacturer?
  5. How would you benefit from buying this product?
  6. How does this ad try to get your attention?
  7. What facts does the ad give you about use or price?
  8. Does the ad appeal to a need, want, or an interest that you have?
  9. Who else might the ad appeal to?
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# GUIDELINES FOR LEADING ROLE PLAY

Role play can be a very effective method for giving students practice in building communication and relationship skills. However, educators are often hesitant to use this strategy because they haven't been successful at implementing them effectively. The following guidelines should increase the successful use of role play in the classroom.

## 1. Framing the role play

- a. Identify all the roles needed and ask students to volunteer for the role they want to play.
- b. Explain the situation and give students a chance to ask questions and clarify the situation.
- c. Be clear about the skill and problem the role play is to address, e.g., practicing refusal skills with one student pressuring another to use drugs, lie, skip school, etc.
- d. When possible, let students make up the problem situations; this ensures that situations will be culturally relevant.

## 2. Managing the role play

- a. Provide guidelines and model the skill to be practiced before any role playing begins. Get students to cue you to the best words to use while helping them stay within the guidelines. For example, if you are teaching assertiveness use words that are common to teens but aren't aggressive.
- b. Ask a couple of students to role play the skill practice in front of the class. Ask the class to cue them if they get stuck or use a freeze action to highlight how the skill is being used.
- c. After students have grasped the skill, use small groups for individual practice.

## 3. Processing the role play

- a. First, ask players to share feelings and reactions that came up during the role play.
  - b. Ask the class to analyze the results of the characters' actions.
  - c. Generalize: "What did you learn. . . ?" or "How could you use this in another situation?"
  - d. Always take players out of their roles before they join the rest of the class. For example, "Susie and Andy are themselves again."
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